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ABSTRACT

This guide provides a model for an internship program for high school seniors in citizenship and government. Based on a program used in Oregon for eight years, the model can be incorporated into existing high school civics courses to enrich student learning of civics and government. The purpose of the model program is to place seniors as interns in community government and service agencies. The guide outlines program planning, administration, and evaluation. Chapter I examines the decision to adopt the program: how to identify the need for such a program in the existing curriculum and how to determine what its outcomes will be. Chapter II explores aspects of program feasibility including support from the school and community populations and availability of resources. Chapter III describes the planning process in terms of management structure, roles of participating schools and agencies, and role and objectives of the program coordinator. Chapter IV explains how to secure commitments for support and participation and to recruit agencies to sponsor interns. Chapter V thoroughly outlines program implementation in terms of staffing, selecting and placing students, scheduling, grading, and credits. Chapter VI suggests evaluation methods to assess student, school, program, and placement site participation. Appendices offer a model curriculum, bibliography, forms, and evaluation instruments. (AV)

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MANUAL FOR DEVELOPING A STUDENT INTERN PROGRAM IN CITIZENSHIP AND GOVERNMENT

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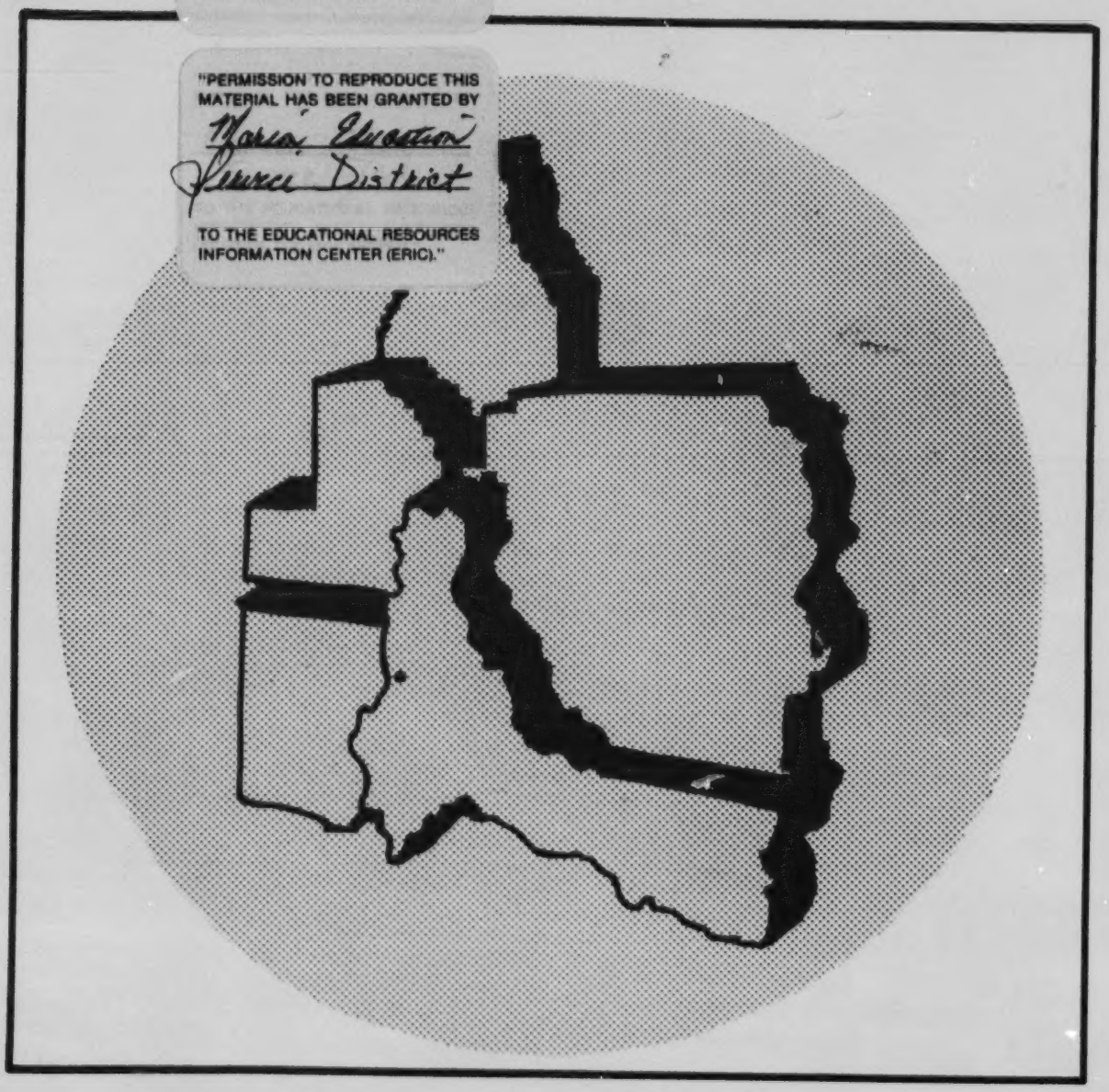

SP 011 690

MANUAL FOR DEVELOPING A STUDENT INTERN PROGRAM IN CITIZENSHIP AND GOVERNMENT

Revised Edition

This guide for developing an off-campus intern offering for 12th grade students in citizenship and government is based on the experiences of the schools in Marion County, Oregon, from 1971 through 1979. The project, Governmental Responsibility and Student Participation (GRASP), operated under Title III of the Elementary and Secondary Education Act for the first three years. It was then absorbed into the Marion ESD budget.

Marion County ESD Superintendent
Ronald K. Wilkerson

GRASP Director
Tonia S. Sober

Revised edition, 1979 by the Marion Education Service District

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PROJECT GRASP
Marion Education Service District
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PREFACE

Although schools and communities share many of the same kinds of educational problems and needs, they too often fail to share information about how these needs and problems are being addressed. If a successful approach to a set of needs or the solution to a problem in one community is thoroughly documented, it may serve as a model for adoption or adaptation elsewhere. Thus, communication about promising practices is at least as important as their development.

To promote such communication, the Oregon State Department of Education is involving school personnel throughout the state in the identification of instructional or management techniques they believe to be innovative, effective, and transportable. Brief descriptions of these techniques, or programs, are compiled in a catalog of *Promising Practices in Oregon Education*. Districts whose innovative practices are described in the catalog have agreed to share more detailed information about their procedures with those who request it, and in many cases the department will encourage and even underwrite the development of published guides designed to give practical step-by-step directions to potential adopters.

The GRASP program was chosen for inclusion in *Promising Practices in Oregon Education* and was the fifth program to publish an adopter's guide. Because some basic changes have been made in the program, the adopter's guide has been updated and revised.

Manual preparation and editing:

1979 Revised Edition - Tonia S. Sober, Marion Education Service District, 3180 Center NE, Salem, Oregon 97301

1974 Edition - John Svicarovich, Independent contractor, 4007 NE 22nd Avenue, Portland, Oregon 97212

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INTRODUCTION

In teaching young people about politics and government, American education has typically stayed within the confines of the classroom and the basic text. As a result of such a confining learning experience, the student has tended to look at public affairs as something he studies rather than as something that continuously affects him and as something in which he can and should become a participant. The traditional textbook-based "civics" course has simply failed to help students capture the flavor, excitement, and definition of what is at stake for them personally in politics and government.

Based on a three-year ESEA Title III project in Marion County, Oregon, this guide describes a multi-school program that can be built into or onto the regular high school civics curriculum in order to enrich and enliven student learning of civics and government. Simply, the program places high school seniors as interns for periods of time in governmental and service agencies.

The student internship program cannot totally supplant classroom study of civics and government. Even if in the informal setting of a seminar, students still need to deal theoretically with political organization and functions, and with government structures and operation. However, these theoretical studies take on live dimensions to the student who is working in voter registration, or the state legislature, or a social service agency. A student may intellectually comprehend a classroom discussion of property tax relief, but he may never really grasp it until he sees it at close hand fought out in a state referendum. It was the intention to create this quality of learning that gave rise to the acronym GRASP (Government Responsibility and Student Participation) as the title of the Marion County project. The GRASP title also suggested cooperative student-government involvement through the graphic image of clasped hands which the project carries on its letterhead and publications.

Beginning in 1971 under the coordination of the Marion

County Education Service District, GRASP involved students and teachers from 18 public and parochial high schools, as well as dozens of political organizations, civic groups, government legislative and executive bodies, and citizens advisory and planning bodies. The suggestions in this guide are based on our eight years of experience. The guide describes a model for a management structure that will enable each school to incorporate the off-campus intern offering into its present civics curriculum. Therefore, it attempts wherever possible to deal in generic terms with the requirements of a student intern program in civic affairs.

In the sections "Deciding Whether to Adopt the Model," "Determining Program Feasibility," and "Outlining Program Operation," the guide suggests the steps necessary to make a decision to adopt the program and to plan it on paper. The section entitled "Founding the Program" suggests procedures to follow in seeking district and community support and sponsorship. In the section "Implementing the Program," the guide suggests procedures for initiating and conducting routine operations at both the administrative and instructional levels. This is followed by a section suggesting an evaluation framework. The appendix contains a suggested curriculum based on the way GRASP schools integrated the intern offering into their existing civics offerings. It also contains a bibliography to complement that curriculum and a number of program agreement forms and evaluation instruments which may serve as useful resources for adopters.

1. DECIDING WHETHER TO ADOPT THE MODEL

In deciding whether or not to adopt the student intern model in civics and government, the reader must consider 1) the degree to which the model would improve present courses in civic affairs, and 2) the feasibility of creating the program management structure that will enable schools to offer their students the off-campus intern experience. The first consideration, which is key to the decision to adopt this model, is dealt with in this section. The next section will deal with the feasibility of setting up a program management structure to create the intern offering.

IDENTIFYING THE NEED FOR THE INTERN MODEL IN THE PRESENT CURRICULUM

The GRASP pilot project was initiated in Marion County schools in 1971 because teachers and administrators perceived a need to enrich the learning experience of seniors enrolled in such civics or public affairs-oriented courses as modern problems. The sponsors of GRASP reasoned that direct placements in political or governmental settings would help students gain certain skills, understandings, and attitudes about civics and government which were not being conveyed satisfactorily through classroom and textbook learning experiences.

It is presumed that the school of each potential adopter will have such a heirarchy of educational outcomes as recommended by the Oregon Graduation Requirements; and it is further presumed that the existence of such a hierarchy will permit each school to evaluate the degree to which these objectives are being realized. If certain objectives are not being realized, and if the achievement of these objectives can be enhanced by a student intern offering, then a student intern offering may merit favorable consideration.

However, before a potential adopter can arrive at such a determination, he needs to examine the kinds of educational outcomes that a student intern model of this type is designed to support.

EXAMINING THE OUTCOMES SUPPORTED BY AN INTERN OFFERING

The three main goals the GRASP pilot project was designed to support were derived from three key assumptions:

1. That an intern offering will improve the learning process for high school seniors by providing them with the opportunity to become directly involved in the political and governmental functions that are traditionally studied only on paper.

2. That an intern offering will promote in students a deeper personal understanding of government service and citizen responsibility in politics and government.

3. That an intern offering will enhance the learning environment for students by encouraging better communications and understanding among educational institutions, government agencies, and community or political organizations.

Translated into terms of student learning gains, the assumptions were written as the following course goals. By placing students in off-campus internships it is expected they will:

1. Increase their knowledge of our government.

2. Become familiar with the democratic system enabling comparison with other political systems.

3. Increase their knowledge of specific government agencies and community services organizations and their relationships with each other.

4. Become more aware of the community as a vehicle for learning what an individual's role in the community can be.

5. Become familiar with decision making in government and community service agencies.

6. Become more aware of the community's social, economic and political conditions.

7. Learn to identify information resources for community or consumer problems.

8. Learn to identify the impact of governmental and community service agencies on the community and the accessibility of these organizations to citizens.

9. Improve self-directed learning and communication skills (interviews, inquiry, problem solving, observation).

10. Experience an increased sense of self-worth, of responsibility for one's actions and of one's ability to contribute to the community.

Just as adopters should examine the kinds of goals the intern model is designed to support, they should also examine the kinds of performance indicators the model will help achieve. Schools in the GRASP project found that the intern experience, integrated into each existing civics curriculum, helped students achieve the following 20 performance indicators:

Upon completion of the course, the student will be able to:

1. Describe and justify five ways a citizen may affect change in state and local government.

2. List five fundamental values of a democratic society and explain how these values are manifested or not manifested within the agency in which he interned.

3. Write a response to the question: "Why does government exist and why does it exist at three different levels?"

4. Write a one paragraph statement on a specific consumer or governmental problem and explain how the agency in which he is placed deals with the problem.

5. Explain and justify in a paragraph his basic philosophy of how government should be financed.

6. Outline a decision-making process that represents a model for the agency in which he is placed using a problem or issue within that agency.

7. Identify how the agency where the intern is placed attempts to make itself accessible to the citizens of the community.

8. Name the three traditional American branches of government, describe their functions, and explain how these branches are manifested at each level of government.

9. Name three basic forms of city government and outline the strengths and weaknesses of each.

10. Name three basic forms of county government and outline the strengths and weaknesses of each.

11. List three different special districts, explain why they exist at the local level, and explain their function.

12. List and name three departments of Oregon's executive branch and describe their chief functions.

13. Name Oregon's six state-wide elected positions (excluding judgeships), the name of the office holders, the chief function of each, and whether or not his position is nonpartisan.

14. Diagram Oregon's judicial system in sequential order from the lowest to the highest court, give examples of possible court cases and indicate the court of their original jurisdiction.

15. List the steps in enacting a tax measure in the Oregon Legislature.

16. State the major functions provided by the state, county or local governmental agencies represented by the various student intern assignments in the classroom.

17. Diagram the two-way communication process, identify the two basic types of communications, and list two barriers to effective communication for each type.

18. Write a one paragraph statement on his feelings of self-worth, listing his strong points and how they will help him contribute to his community.

19. Explain where the major source of revenues are derived for various levels of government.

20. Identify and explain three of the most urgent problems his community is facing.

These performance objectives and the learning activities and resources necessary to achieve them are outlined in detail in Appendix A. It should be noted that in the 1974-75 school year a GRASP curriculum model entitled An Analytical Model for Student Participation in Government Agencies was designed. The model, developed by Marion County schools in GRASP, has been used by some of the schools in their GRASP classes.

Adopters of a student intern program should contact the GRASP office in Salem to learn more about the curriculum model.

To contact GRASP, write or phone:

GRASP
Marion ESD
3180 Center Street NE
Salem, Oregon 97301
(503) 588-5330

ASSESSING POTENTIAL SUPPORT

Because a student intern program requires the support and cooperation of so many different people and organizations, it is imperative to find out whether such support would be forthcoming.

Basically, there are two methods for obtaining this information: personal contact, and circulation of survey forms. Depending upon the audience, either of these or a combination of both might be employed. Both a personal contact and a survey form should be prefaced by a brief explanation of how a student intern program would operate and what students could be expected to learn as a result of their off-campus placement experiences. Specific questions may vary somewhat with the person whose attitude is being assessed. For the most part, however, the questions will be the same.

There are two primary assessment groups: persons attached to the school, including students, professional personnel, and parents; and agency or community organization personnel. They should be asked the following kinds of questions:

1. Do you feel that students are now acquiring an adequate understanding of civics and government?

2. Do you support the concept of off-campus learning experiences as a valuable enrichment to classroom study?

3. Do you feel that an intern program of the kind just described would be a useful way for students to gain a more realistic understanding of civics and government?

4. If such a program were designed, would you support its implementation and actively participate in it?

DETERMINING ORGANIZATIONAL ACCOUNTABILITY

Given the number of schools, agencies, and people involved in a multi-district student intern program, some agency or office must assume final responsibility for coordination of management decisions and activities.

In Oregon, the county education service district is the logical body to assume such overall responsibility; and the ESD role in a program of this nature is more fully outlined beginning on page 14 of this guide. However, if such a program is adopted in a state without such a district, or if a nearby ESD does not wish to participate, then the program must have available to it some administrative entity with the capability to assume overall fiscal and programmatic responsibility. Sponsors of a student intern program may explore the possibility of a school or school district with a good administrative office to assume coordination of the kind of management activities assumed by an ESD in Oregon. In any case, some organization or office must be accountable for overall program operation.

IDENTIFYING RESOURCES

Favorable attitudes and availability of an organization to assume program management responsibility are key elements for beginning an intern program. However, a number of additional resources must be available before a program can be put together. These include:

Salary resources. If a multi-district or multi-school program is planned, at least enough money should be available to employ a program director and secretary, and possibly one or two staff members, depending upon the size and needs of the program. Such funds would come from each of the participating schools or school districts, or from the ESD. As an alternative, all or part of the work time of a few existing staff members may simply be shifted to intern program responsibilities.

Qualified personnel. Teachers skilled and experienced

in teaching government and politics are necessary to assure that classroom activities are coordinated with intern placement experiences. Program managers must understand school curriculum in politics and government, school procedures and scheduling, and the general workings of political and government organizations. They must also possess sound management and communication skills.

Resources to train personnel. Inservice training for participating school and agency personnel and for program managers should be available. University teachers, high-ranking government officials, and special consultants should be available to participate in such training sessions; and funds should be available to retain their services if they cannot be obtained voluntarily. Presently the State Department of Education is offering adoption funds for schools in Oregon wishing to adopt the program. The grant includes training consultant expenses.

Physical space. For the most part, existing classroom space is sufficient to handle intern classes and seminars. Organizations in which students are placed should be prepared to give each student an adequate work space. The coordinating agency for the program should supply the office space for the program director and staff.

Furniture and equipment. Office furniture and equipment will be required for the coordinator and staff. Although the ESD or equivalent coordinating agency will probably have furniture and office equipment available, these can also be loaned by participating schools or school districts.

Information resources. Information on the form and content of an intern program constitutes an important resource to adopters. This guide is intended to be foremost among them. In addition, adopters should visit GRASP officials at the Marion County ESD in Salem, Oregon.

A wealth of materials is available at placement site agencies and offices. These organizations typically have volumes of publications, pamphlets, charts, newsletters, and reports which are available for students and staff members. Once the program is in operation, students should be encouraged to obtain such materials for a GRASP resource library in each participating school.

DEFINING MANAGEMENT STRUCTURE

As the organization structure chart in Appendix C suggests, the program director may be hired by the education service district, or its equivalent, to assume direct reponsibility for such management functions as planning, program coordination, student placement, fiscal management, and program evaluation. In this model, the director seeks advice and direction from a program advisory council, which consists of student, school district, and agency participants in the program. However, the director is accountable to the ESD superintendent and board, who ultimately answer to both schools and agencies for the performance of the program. Each government or civic organization participating in the program is represented by a liaison to the program who helps place, teach, and evaluate students at the placement site.

If a single school district or school adopts the intern offering, overall coordination responsibilities will be handled at the school district, school, or classroom level.

ORGANIZATIONAL ROLES AND RESPONSIBILITIES

Because a student intern program involves the coordination of so many people, facilities, and different operational styles, it is imperative that the sponsors identify the roles and responsibilities of all the major organizational participants:

1. The education service district
2. Participating schools
3. Participating government agencies or organizations
4. The program advisory council

The primary responsibilities of each of these participants, and the interrelationships of their functions, are detailed in the following pages. Districts adopting this program will undoubtedly find it

necessary to modify parts of the organizational structure to conform to their particular needs. However, it is probable that most sponsoring districts will find the assignment of responsibilities in this model largely applicable.

The Education Service District

Many of the specific responsibilities which a sponsoring ESD assumes for a government intern program will lie with the program's coordinator. In addition, some general initiatives and support functions should be expected of an ESD sponsor. If an ESD coordinates a program, it should:

1. Obtain school district authorization of the ESD as the sponsoring agency, and the ESD superintendent as the authorized agent.

2. Call meetings of all participating schools.

3. Act as liaison between program schools and the funding agent (if outside funding is used).

4. Initiate the writing of job descriptions for the program director and support personnel.

5. Facilitate communication among schools in order to keep them well-informed, and to minimize misunderstandings.

6. Through careful planning and diplomatic leadership, prevent domination of the program by any one school or combination of schools.

7. Plan workshops and obtain consultants to assist with program and staff development.

8. Act as a fiscal agent authorized to receive and disburse funds for the program.

9. Employ program personnel.

10. Stimulate media coverage of the program and otherwise keep the public informed of program activities.

Participating Schools

The responsibilities of each participating school should be clearly delineated in a contract (see Appendix D) between the school administrator and the ESD program director. While the school administrator is directly responsible for seeing that the school fulfills all aspects of its contractual agreement, most of the school's operational responsibilities will be delegated to a school coordinator. This will be an individual, selected from among available school personnel, who has the time and interest necessary to coordinate intern activities within the school. Each participating school should:

1. Determine the amount of time in days and hours per week a student may devote to the internship, and assure release of students from regular classes as participation requires.

2. Provide preliminary classroom instruction for students before agency placement, and conduct a debriefing session at the close of the internship course each semester.

3. Provide credit for the intern experience. Each authorized hour in an agency should equal one credit hour of classroom instruction.

4. Select students for participation in the program.

5. Inform parents about the program and obtain their signed approval on the student's application form (Appendix H) before students begin their off-campus participation. This form, when completed, should be forwarded to the ESD program coordinator.

6. Give all intern candidates a pretest before their placement in the internship course and a post test at the end of their government experience (if evaluation studies are to be carried out). Tests will be provided by the ESD program staff and must be returned to the ESD for evaluation.

7. Make every effort to assure students flexibility in their schedules. This will allow them to take full advantage of the placement site experience when additional time, or a change in time for their participation, is required.

8. Reserve each Friday of the week for interns to share information with each other, and with nonintern students. If interning students have a class separate from noninterning civics students (and this is recommended, if feasible), they should meet in a regularly scheduled seminar.

9. Assure the school coordinator of the cooperation and assistance of other classroom teachers and school personnel, as needed or requested.

10. Urge the school coordinator and other classroom teachers to visit students at agency learning sites upon occasion to monitor intern participation.

11. Require each school coordinator to attend at least one county-wide program workshop, and two school coordinator meetings.

12. Assist the program director in publicizing the program.

13. Arrange and pay for insurance for all participating students and consider paying mileage costs for student transportation.

Participating Agencies

Participating agencies (or organizations) should perform the following general functions:

1. Provide learning sites for students to help them develop a better understanding of the processes and functions of the agency and its relationship to other agencies.

2. Provide the ESD or school coordinator with appropriate material about the agency which might

be used in the classroom to give students a perspective on the agency prior to beginning their off-campus participation.

3. Determine the types of activities in which students would be engaged while in the agency. They should be involved in activities which support course learning objectives.

4. Set the amount of time (days and hours per week) the agency can devote to student learning experiences. A minimum of four hours per week is required, but many students can spend more time.

5. Advise the ESD program director of the agency's general plans for the students' learning experiences.

6. Complete an evaluation form for each student at the end of his learning experience. The ESD will provide the forms.

7. Attend intern program workshops and conferences with other agency personnel, students, and teachers whenever possible.

8. Designate a person within the agency to supervise the student and to serve as a liaison to the ESD program office and to the student's school.

Program Advisory Council

The program advisory council should provide general input to the program staff, and should represent all areas of the program in its composition.

Ideally, the membership of the council will consist of at least three agency supervisors who have had experience supervising program interns, at least three school coordinators, three high school principals, and five interns. If a program exists within a single district or school, the membership should be accordingly smaller.

The advisory council should:

1. Serve in an advisory capacity to the program director and staff.

2. Represent participating organizations, bringing to the attention of the program staff any problems or suggestions for changes in the program.

3. Act as a sounding board to the program staff when any major changes in the program appear forthcoming.

PERSONNEL ROLES AND RESPONSIBILITIES

In addition to the general roles and responsibilities assumed by participating organizations, a student intern program requires that individual participants be responsible for certain tasks. Although adopters will undoubtedly adjust personnel responsibilities to suit their particular needs, the following responsibilities are suggested in this program model.

The Program Director

The program director should:

1. Obtain student placement sites in government and social service agencies for high school seniors selected by the participating schools.

2. Coordinate the placement of students in agencies.

3. Establish the program advisory council and work closely with it.

4. Serve as liaison between schools and participating government agencies in both long-term policy and procedural matters and in daily operational matters. In the latter case, for example, an agency supervisor might call the

program director to request that notice of a last-minute scheduling change be passed along to school personnel.

5. Establish communications and working agreements with agencies to provide educational experiences for student participants.

6. Maintain diplomatic relations with agency personnel and further encourage their participation in the program.

7. Be available to discuss areas of concern with school district or agency personnel, or with students.

8. Advise school coordinators of the agencies' plans for student interns.

9. Conduct at least two meetings of all program participants during the year.

10. Develop inservice programs for both school and agency personnel.

11. Authorize program expenditures.

12. Keep program records.

13. Supervise the program staff.

14. Urge school coordinators to make periodic visits to agencies to discuss student progress.

15. Assist classroom teachers in developing resource libraries, in obtaining outside speakers, and in conducting other related activities.

16. Supervise the establishment and use of evaluation instruments.

17. Furnish schools and agencies with overall evaluations of the program at the end of the school year.

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The School Coordinator

Each participating school must designate a person to be responsible for the students' assignments, schedules, and problems. The school administrator should consider the following suggestions in selecting the school coordinator.

Ask for a volunteer. The volunteer may be a social studies teacher, a counselor, or the school secretary. (If the school secretary is selected as the coordinator she should work closely with classroom teachers and keep them informed on all issues. The advantage of a school secretary being the coordinator is her availability to students, agencies, the program coordinator, and classroom teachers.)

Make sure the person has the time to do the job effectively. The coordinator should be available for meetings with students, with government personnel, and with other teachers.

The coordinator must be interested in the program and must be willing to leave school on occasion to visit a student's learning site and talk with the agency supervisor. The coordinator also must be interested in learning more about government functions, and ways to use the classroom to enhance students' intern experiences.

The school coordinator should:

1. Be responsible for administration of school components of the program.

2. Work with the program director in the implementation and operation of school components of the program.

3. Act as a liaison between students, their agencies of assignment, and the program coordinator.

4. Serve on the school's screening committee for the selection of students for the program (See Selecting Students, page 38).

5. Assist in establishing policy for school-level program operation.

6. Assist the program director with agency transfers of interns.

7. Assist teachers of interns, help develop curriculum materials, hold inservice sessions, and participate in ongoing evaluations of the local program.

8. Approve all mileage vouchers submitted by student interns.

9. Be available to counsel student interns.

10. Help students share their agency experiences with fellow classmates.

11. Submit to the school administrator the names of the participating interns, and the hours and days each spends in authorized off-campus involvement. This is usually required for insurance purposes.

12. Attend program meetings and workshops off campus.

MANAGEMENT OBJECTIVES

As mentioned earlier, the definition of specific process or management objectives will help everyone involved in the intern program to enable students to make the learning gains that constitute the terminal objectives of the program.

Management objectives and tasks to achieve them are outlined in the pages immediately following for both the program coordinator and for the school. The months beside them indicate a timeline for their accomplishment.

If a program exists within a single school district or school, the adopter should merge the two sets of objectives so they can be accomplished by a single administrative office.

PROGRAM DIRECTOR
PROCESS OBJECTIVES AND TASKS
FOR A 12-MONTH PERIOD

MONTHS	OBJECTIVES	TASKS
June and July	1. Secure agency participation and placement sites for students	1.1 Contact agencies to explain the program and to solicit their participation.
		1.2 Supply agencies with copies of the Cooperating Agency Agreement form (see Appendix E).
		1.3 Pay a follow-up call to agencies which did not sign on during the initial contact. Help them resolve any problems hindering their participation.
	2. Secure school participation.	2.1 Contact schools to explain the program and to solicit their participation.
		2.2 Supply schools with copies of the Cooperating School Agreement form (see Appendix D).
	3. Create instruments to measure student needs and baseline competencies in civics and government.	3.1 Based on the program performance objectives beginning on page 60 of this guide, design a pre-instructional test to measure student competencies in civics and government.
August	4. Help participating schools plan the administrative mechanics of a student intern program.	4.1 Meet with school administrators or representatives and help them plan the following:

MONTHS	OBJECTIVES	TASKS
August		4.1.1 Class and placement scheduling
23		4.1.2 Number of placements
		4.1.3 Student grading
		4.1.4 Student credit
		4.1.5 Student release time
		4.1.6 Student transportation
		4.1.7 Insurance coverage.
September	5. Orient students and teachers in participating schools to the program.	5.1 Meet with groups of students and teachers in each school and explain the intent and function of the program.
October	6. Form a program advisory council.	6.1 Select and invite students, school coordinators, principals, and agency supervisors to serve on the program advisory council.
		6.2 Hold first advisory council meeting.
	7. Select and place students.	7.1 Supply school coordinators with a list of available placement sites.
		7.2 Assist school coordinators in selecting students for placement.
		7.3 Introduce each student to his placement site.

MONTHS	OBJECTIVES	TASKS
October	8. Publicize the program.	8.1 Generate program publicity through news releases, direct media coverage, guest speaking appearances, and newsletters.
October through May	9. Monitor school and agency program components.	9.1 Visit with each agency supervisor and school coordinator periodically. Collect or write progress reports.
		9.2 Visit each student at least once at his placement site.
November through May	10. Hold periodic advisory council meetings.	10.1 Convene the advisory council on a monthly or bimonthly basis.
January	11. Adjust student placements and take in new students.	11.1 Review student placements. If students wish to change placements or irreparable problems are in evidence, change students to new sites.
		11.2 Take on new students as program vacancies occur.
January	12. Make mid-program management adjustments.	12.1 Review the first school quarter of the program and make necessary changes to improve the next two school quarters.

MONTHS	OBJECTIVES	TASKS
June and July	13. Evaluate the overall program.	13.1 Measure student learning gains.
		13.2 Compile monthly progress reports for schools and agencies. Note adjustments during the year which result in program improvements.
		13.3 Conduct a half-day inservice session for all participants to obtain feedback on program policies, procedures, and outcomes.
June and July	14. Plan next year's program.	14.1 Utilize evaluation data and discussions with continuing participants to shape the program for the coming year.

SCHOOL COMPONENT
PROCESS OBJECTIVES AND TASKS
FOR A 12-MONTH PERIOD

MONTHS	OBJECTIVES	TASKS
June and July	1. Study the intern program and agree to participate.	1.1 Meet with program sponsors to study program plan.
		1.2 Assess interest of school personnel in the program.
		1.3 Sign Cooperating School Agreement form (Appendix D).
	2. Set up the school component of the program.	2.1 Select a school coordinator.
		2.2 Outline the duties of the school coordinator and review with the school coordinator the process objectives and tasks as shown here.
	3. Arrange school financial support for the program.	3.1 Head school official obtains release of whatever funding the school has agreed to contribute to the program coordinating staff.
August 26	4. Plan the administrative mechanics of the school component.	4.1 School coordinator meets with the program director and/or staff to plan:
		4.1.1 Class and placement scheduling
		4.1.2 Number of placements

MONTHS	OBJECTIVES	TASKS
		4.1.3 Student grading
27		4.1.4 Student credit
		4.1.5 Student release time
		4.1.6 Student transportation
		4.1.7 Student insurance
	5. Plan the classroom structure and content of the intern course.	5.1 School coordinator meets with classroom teachers involved in the school component of the program to outline the schedule, form, and content of six weeks of classroom curriculum to complement the 12-week intern placement of students.
September	6. Orient all personnel and potential student participants to the program.	6.1 During inservice time or in special meetings, the school coordinator briefs teachers and counselors on the program and obtains their support and cooperation. (The program director and/or staff will assist in this effort.)
		6.2 Through posters, handouts, meetings, and cooperation of counselors, the school coordinator disseminates information on the programs to eligible student participants.
	7. Select and place students	7.1 School coordinator obtains a list of placement sites from the program coordinator.

MONTHS	OBJECTIVES	TASKS
		7.2 School coordinator, with the assistance of the program coordinator, selects student participants.
		7.3 School coordinator orients student participants to their program responsibilities.
		7.4 School coordinator secures parent signatures on student application form (Appendix H).
	8. Secure pretest information	8.1 School coordinator or classroom instructor administers cognitive pretest to students (Appendix G).
October through May	9. Monitor program progress.	9.1 School coordinator writes or conveys periodic oral report on program progress to program coordinator.
January and May	10. Administer end-of-semester post tests to student interns.	10.1 School coordinator or classroom instructor administers cognitive and attitudinal post tests to students (Appendix G and Appendix H).
May and June	11. Participate in program planning for the following year.	11.1 School personnel to be involved in the following year meet with program director and staff to suggest shape of that program from the school viewpoint.

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BUDGETING FOR PROGRAM OPERATION

Once program goals and operations have been planned, adopters should draft a budget based on that planning. A student intern program budget will require the following areas of consideration:

Personnel. The program director, program staff member(s), and secretary constitute the main personnel costs of an intern program. As noted earlier, participating school districts or the county ESD should pay these costs. Adopters will have to arrive at their own salary determinations. However, it may be helpful to know that in GRASP in the 1978-1979 period, the director's yearly salary was approximately $14,000 and the secretarial position was filled by a CETA position grant which amounted to approximately $9,000. Adopters should remember to consider fringe benefit expenses in their determination of personnel costs.

Although GRASP did not pay school coordinators for their participation in the project, adopters may wish to give this matter some consideration. Like forensics or athletic coaches, who are usually compensated for their extra services, school coordinators must contribute a significant amount of additional time to the intern program.

Transportation. By using their own cars, students relieve the intern program of the responsibility of supplying transportation. However, if students do supply their own transportation, they may be reimbursed at a rate set by the school. In order to minimize even this expenditure, the program should encourage students to form car pools when possible. To forecast student transportation costs, adopters should estimate the average weekly mileage for each student in the program, multiply that by the reimbursement, and project a yearly sum. In urban settings, where mass transit is satisfactory for student travel, the program may wish to issue students script for commercial transportation.

Staff travel and per diem. The program should not anticipate a great deal of staff travel, except to school and placement sites. If staff members or school coordinators travel to these sites in their own cars, they may be reimbursed at a rate similar to or higher than the rate used for students. The program budget should also allow for travel (and per diem) of program staff members and school coordinators attending training workshops or visiting other sites in search of program information. For example, during the initial year of operation, adopters should plan to visit GRASP at least once.

Contract services. Staff inservice training, second party evaluation, production of public relations brochures, purchasing, disbursing, and auditing are the kinds of services which fall under this budget category. If adopters intend to hire such services, they should obtain cost estimates from suppliers in order to determine approximate expenditures.

Space, equipment, and furniture. Since these can usually be supplied by participating schools and the ESD, they probably will not enter into budget deliberations. However, if a particular piece of equipment or furniture is not available, then it should be listed in the budget.

Instructional materials and supplies. The costs of materials and supplies should not exceed the costs for any other regular school course. Expenditures for textbooks and other reading materials should be underwritten by each participating school or district. The program should develop and supply each student with an Intern Handbook, each school coordinator with a Coordinator Handbook and each agency supervisor with an Agency Manual. Each school should also receive at least two copies of the Agency Catalog of Available Placements. These, plus copying costs will come to at least $750.

Postage and telephone. Postage costs for the program main office should not exceed $50 per month. Telephone costs should be based on one telephone per

program employee at the available rate for the ESD or its equivalent.

Utilities. Utilities should be offered with the space donated by the ESD or its equivalent.

Insurance. All students in the program should be covered by state industrial accident insurance. This not only protects the student, but also protects the placement site organization as well. Although interns are paid no salary for their time, the State Accident Insurance Fund assumes a minimum wage base to figure its costs. Since schools provide insurance on the interns, they may use a different insurance company if they desire. It must however, ensure protection of the agency as well as the intern.

IV. FOUNDING THE PROGRAM

A student internship program can neither be developed nor maintained without a broad base of community and political support. To develop support, adopters should find out which people and groups in the community have demonstrated an interest in the kind of educational needs a student internship program is designed to meet. Adopters should seek them out, show them the program's basic plan, and ask for their advice and assistance. Adopters should obtain letters of support from school boards, school board members, teachers, school administrators, and various public service agencies such as the Council of Governments, County Extension Service, the city manager's office, the State Youth Council, and other city, county and state agencies.

To win broad support, adopters should plan an information campaign to acquaint parents and students with the internship program.

SECURING COMMITMENTS FOR SUPPORT AND PARTICIPATION

Immediately following, or concurrent with, the collection of endorsements, program sponsors should obtain letters indicating the willingness of potential participants to take part in the program. Such letters of intent from school administrators and officials at placement sites should be appended to the written program plan along with general letters of endorsement mentioned in the previous section.

The plan, with the endorsements and letters of intent, should then be submitted to the superintendent of each school district which wishes to participate. The sponsors and the superintendents can then decide whether to operate independent intern programs or to form a multiple district cooperative under the coordination of the county ESD. If sponsors and superintendents decide to operate independent school programs, they probably will have to obtain funding from their own district budgets. If they decide to form a multiple district cooperative, they can secure funding for program operation in two ways. The first

option is for each participating school district to pay a share of the costs of operating the program. These costs will largely amount to salaries for the ESD coordinating staff. The other option is to request the ESD to fund the operating cost for the program from its own budget. This, incidentally, is what happened to the GRASP program at the termination of its three-year Title III funding. Marion County school districts gave the GRASP program such a high priority in an ESD survey of service priorities, that the ESD board elected to assume the operating cost of GRASP in order to continue the program.

No matter what procedure is used to fund the program, it is important that funding commitment be obtained. This will enable program sponsors to begin to recruit agencies to accept specific placements.

RECRUITING AGENCIES

At the very beginning of the program, recruitment of agencies will occur along with efforts to obtain letters of intent from agencies. However, agency recruitment will continue throughout the life of the program. Therefore, some advice on procedures for recruiting agencies and other placement sites is in order. The reader should note that the general procedures for recruiting ongoing agency participation applies equally well to the effort to obtain general letters of intent from agencies. These are the recommended steps:

1. Start at the top. By letter, inform the head of the department or division about the new program in your district, and let him know that you will be contacting him in a week or so to arrange a meeting to discuss the possibility of his agency participating in the program by accepting an intern placement.

2. Telephone the person you first contacted and ask for a meeting. (He will either give you an appointment time, or refer you to someone else in the organization.) On rare occasions you will be told that the agency just isn't interested. This is the best time to find out.

3. Call on the person with whom you have an appointment. Be prepared. Take as much written information regarding your plans for the program as you have available. Adopt a positive attitude; this is a selling job. Be sure to explain that the school is able to give assistance, that the students are screened carefully, that there is no pay involved, and that the school accepts responsibility for student insurance.

4. Leave a Cooperating Agency Agreement (See Appendix E). Ask that the contract be returned to you within a specified time. And ask that the agency submit the attached Agency Information Sheet.

5. Review the contract. As soon as the contract is returned to you, pay particular attention to the person assigned as the student's supervisor. If that person is different from the one you met, you should arrange another meeting with the assigned supervisor. It is important to "get a reading" on the person with whom the student will be spending his time. The supervisor must have the enthusiasm and competence to make the student's intern experience worthwhile.

6. Confirm or reject the contract. In rare cases you may wish to reject a contract based on the attitude of the agency supervisor. However, if agency attitudes appear positive and if the agency's plans to involve the student appear satisfactory, immediately sign the contract and return the agency a copy of the agreement accompanied by a cover letter confirming the arrangement.

7. Go over the agency plan with the student's supervisor. The written plan may be rather sketchy, due to the agency's lack of familiarity in working with students. Give officials at the placement site as much assistance as you can.

A list of agencies and other placement sites from the GRASP project is presented in Appendix G to acquaint adopters with the kinds of public affairs experiences they may provide their students.

V.
IMPLEMENTING
THE PROGRAM

STAFFING THE PROGRAM

Once the program has been planned and funded, it should be staffed. The director should be selected first. If either a school or an ESD has detached a staff member to plan the program, that person should be given strong consideration as a candidate to become the program director. In any case, the person chosen for this key position should have qualifications which will enable performance of the responsibilities outlined in the section beginning on page 18. The director should be hired by the ESD superintendent or an equivalent coordinating agency official. However, a panel of school and agency officials may be involved in the screening and interviewing process.

Immediately upon assuming responsibility for the program, the director should hire a secretary to assist with office duties and program record keeping. If the program involves a large number of schools, the director consider hiring one or two staff assistants. From 1971-1974 GRASP involved 18 schools and had a program director, an assistant and a secretary. Budget limitations have reduced the staff to two in 1974 and to one in 1976. Presently the program director receives secretarial help from the ESD secretarial pool.

INITIATING PUBLIC RELATIONS

Because of its importance in recruiting participants from schools and agencies and in maintaining community and parental support, a formal public relations effort should be initiated as soon as possible.

The establishment and funding of the program should be announced first. This announcement should be made in the form of a news release which thoroughly explains the nature of the program and what it intends to accomplish. The news release should be written in a style which approximates a straight, factual news story. It should be sent to all nearby school and community media with a cover letter inviting reporters to call or visit if they have any questions. Any reporter who shows a favorable interest in the program should be encouraged to do a follow-up feature story at a later time.

Initiate other public relations efforts such as guest appearances (by staff members or students) before civic groups and a program newsletter to parents and community members who have ties to the program.

ORIENTING STAFF MEMBERS

The program director's staff, as well as school coordinators (who are in an extended staff role), should be thoroughly oriented to the operational requirements of the program as soon as it begins. An orientation workshop is probably the best format for this task.

The orientation workshop should open with a general overview of the student needs and learning objectives this kind of program addresses. However, it should quickly move on to focus on personnel roles, program policies, and operational procedures. None of these is likely to be defined in detail at this stage, but some basic guidelines can be formulated and set into written drafts that will be refined as program participants gain experience with their own unique management tasks and problems.

This adopter's manual, or information extracted from it, should serve as a useful aid to the orientation workshop. In addition, the GRASP director at the Marion County ESD may be contacted for assistance.

SELECTING STUDENTS

Selection of prospective interns should be the responsibility of the participating schools. A standard student application form should be distributed to all participating schools and should be readily available to all eligible students. These forms should include such information as the student's name and school and the student's general and specific interests. (See Appendix H for a sample application form.) The student should be given complete informa-

tion on what to expect from this course. He should state what he expects in return. These forms should be completed and submitted to the school coordinator along with a personal resume.

To carry out the selection process, the school should follow these procedures:

1. A selection committee should review student applications. (Ideally, the selection committee should be an ad hoc committee with the school coordinator as chairman. Additionally, it should consist of a school counselor, an administrator, one classroom teacher, and three students. At the least, the committee should consist of the school coordinator and three other individuals.)

2. Each applicant's attendance record should be checked carefully.

3. The counselor should provide a statement on each student.

4. The committee should be receptive to letters of recommendation from classroom teachers and to written comments from school advisors or administrators. All students should be aware that letters of recommendation may be submitted to the committee.

5. The selection committee then should select students for the program.

6. Students should be notified of their selection.

7. Parents should be notified of the selection, and should sign the students' application form (Appendix H).

8. Student applicants not selected should be placed on a waiting list maintained by the school coordinator. As agency sites become available, school coordinators should make placements from among students on this waiting list.

PREPARING STUDENTS

Pretesting

Before student interns enter the classroom orientation component of the program, a pretest should be administered (if evaluations are to be carried out) to measure students' knowledge of governmental processes. Results of the pretest, when measured against post test data, should indicate the extent to which the program has accomplished its student learning objectives.

Classroom Orientation

Classroom orientation should provide the student with an overview of the various kinds of agencies and community resources available. Students (and teachers) must acquire sufficient background information to understand, observe, and participate in governmental and community activities.

It is recommended that schools in the program provide uniform guidance for classroom teachers by constructing a basic curriculum plan for a student internship class. (Where no separate internship class exists, school coordinators should meet with student participants at least once a week to provide instructional guidance). The pilot project's experience indicates that this curriculum should focus on cognitive or knowledge objectives. (See Appendix A for a sample curriculum plan for a one-semester student internship course). Undoubtedly, different teachers will employ different teaching styles and will emphasize different subject matter. But a district-wide curriculum plan should provide an internship program with a basic consistency across different school districts and should insure that minimum instructional standards for the program are met. Also, a standardized curriculum plan will render the evaluations component of the program more meaningful. The Coordinators Handbook will provide the school coordinator with helpful curriculum materials.

The instructional format should include large and small group sessions, and individual research studies. In

addition, the use of such aids as videotapes and guest lecturers should be employed. The length of time for classroom orientation should be at least three weeks, depending upon student interest, class scheduling problems, and the amount of material to be covered.

For instructional purposes, the GRASP project relied heavily upon two locally produced publications. The Directory of Community Services was a primary source of information about available community organizations and services. Government in Oregon, a resource handbook on state and local government produced by the Oregon State Department of Education, afforded students the opportunity to explore several major concepts basic to government.

Individual Orientation

After students have received a general orientation to state and local government, each student should select several agencies of special interest for more detailed study. The classroom teacher should assist in this component by asking each student to do some research (information-gathering and interviewing) at these agencies and by assigning each student appropriate outside readings. (The bibliography found in Appendix B of this manual may offer some helpful suggestions). Emphasize to students that they will have to learn new methods of inquiry in the agency setting, methods unlike those that would be necessary in the classroom. Encourage them to communicate on a one-to-one basis with agency personnel, to volunteer to do more than is asked of them, and to express their opinions openly and freely. Let them know they will be expected to share their intern experiences with other students during seminar discussions.

PLACING STUDENTS

As nearly as possible, students should be placed in the area of their greatest expressed interest as indicated by their three choices on the application. But this is not always possible. For example, 30 students

might want to learn about law enforcement, and only five law enforcement sites might be available. The GRASP project adopted a policy of placing students on a first-come, first-served basis. This encouraged school coordinators to file student applications more quickly with the program director. The student should be assigned to an agency where he is most likely to excel. A student's wish not to be involved in certain kinds of agencies should be respected. (There is a place on the student application form for expression of these negative feelings.) However, if a student does indicate a desire to avoid a particular kind of placement, the reasons for such feelings should at least be explored. The student may not know enough about the work that goes on there or may have a misconception about the agency. Program personnel should supply the student with thorough information about potential placement sites so this kind of problem can be minimized. In Marion County the Agency Catalog of Available Placements is serving this purpose.

Student Familiarization with Agency Plans

Each participating agency should draft plans for student involvement, and each student should be formally introduced to these plans. This is first done through the Agency Information Sheet agencies submit for incorporation in the Agency Catalog of Available Placements. The GRASP staff maintains files on all agencies which also provide information on plans. Next, the agencies and interns are required to hold an interview. Here the student should be briefed about the role he is to assume as an intern, the days and hours designated by the agency for his participation, and any other information or orientation deemed necessary by agency supervisors. Student activities will vary according to agency placement, but each should provide an intern with an overview of agency goals, organization, and functions. And the agency should let the student know how his work assignments fit into the agency's goals and operations.

The length of time students actively participate in an agency may vary. The time will depend upon the student's school schedule, the arrangement with the agency, and the degree of student involvement at the learning site. Each intern, however, must spend a

minimum of four hours a week for 12 weeks at placement site in order to qualify for program credit.

Reassignment

The student and the agency must be compatible. If either the student or the agency considers the placement of an intern inappropriate, each should have the option of changing the placement. Both the local school coordinator and the program staff should assist in the process. If reassignment seems advisable, the student may need additional classroom or individual instruction to facilitate a compatible student-agency placement.

Sharing Sessions

The information and experience acquired by students individually at their placement sites is of little value to the total class learning process unless such information and experience is shared. Student interns should demonstrate their knowledge, understanding and involvement in placement site activities at weekly sharing sessions with other interning or non-interning students. During classroom interactions, each intern should contribute concrete examples about the operation of his agency. Classroom teachers may monitor a student's progress by observing his contributions to classroom discussion at these sessions.

The time allotted for sharing sessions will depend upon the length of time students spend in their placements. Some schools will allot one class period per week; others will allot half a day. It is recommended that each Friday be set aside as the time for conducting these sessions. During this allotted time, student interns may also be used as resource people by other classroom teachers in their schools.

Student Responsibilities

Student interns will require, and probably welcome, some guidelines to orient them to their new situation. It is recommended they be given the following

guidelines in writing and also refer to the Intern Handbook for details on specific situations.

1. After being assigned to an agency, the student will participate in the program without monetary compensation.

2. All government offices have standard operating procedures. Interns should follow existing procedures in their placement sites.

3. The student should review all available information about the placement site.

4. The student should always be on time and take assignments seriously.

5. The student should dress appropriately for his assignments.

6. The student should be friendly, courteous and respectful.

7. The student should respect the confidentiality of information to which he has privileged access.

8. The student should seek clarification when uncertain about what is expected of him.

9. The student should let his supervisor at the agency know that he appreciates the time spent with him.

10. The student should communicate any concerns about the program to his school coordinator, or to the program coordinator.

11. The student should show initiative in his work at the placement site.

12. The student should call the agency if he is unable to attend his regular assignment or if he expects to be late.

13. Transportation to and from the agency is the student's responsibility. (The school may reimburse him for mileage costs.)

14. Each student driving a car registered in his own name must have the minimum amount of insurance coverage required by state law.

15. Each student should gather information about his placement site for the resource library in the classroom.

16. Each student is urged to invite placement site officials to his school to share information.

INSTRUCTIONAL GUIDELINES

Scheduling

Scheduling is one of the most critical elements in a course of study offering off-campus learning experiences. While an overall schedule framework will be suggested here for both semester and day-to-day operation, the adopter is advised to permit each student the flexibility his classroom and placement situations require.

GRASP based its yearly student scheduling on two 18-week semesters. Each semester was divided into three weeks of classroom instruction and preparation for the intern placement, twelve weeks of off-campus placement and three weeks of follow-up classroom work.

In this model, the first three weeks of the semester is the Orientation period. It consists of selecting and placing students, giving them a general overview of government structure and decision-making processes, acquainting them with the general nature of their placement, and sharpening their communication skills. The next 12 weeks students spend interning at the agency an average of four hours per week and returning to a general sharing seminar back at school on Fridays.

The remaining three weeks is spent on debriefing. The students return to the classroom to relate their off-campus experiences, finish up classroom projects, and

evaluate the program. Some GRASP students even remained in their placement assignments the second semester. If a student does continue at a placement site the second semester, he should not be required to go through a second orientation period.

Semester scheduling for student participation in the program should be flexible enough to insure an intern maximum learning time in his particular placement site. One student may benefit most from a full working day once a week in the agency. Another may benefit most from half a day twice a week. Often the placement site supervisor will be the one who can best decide the optimum times for intern participation. Many schools in the pilot project scheduled the internship placement for a two-hour block in the school day, leaving students eight free hours each week to report for their agency assignments.

The scheduling success of an internship program depends not only on the cooperation of the school coordinator and school administrator but also on the cooperation of other classroom teachers. For example, if something requires the students presence at the placement site at the same time he has an English examination, he must depend on the English teacher allowing him to make up the exam later. Teachers not directly involved in the internship program should be made aware of its existence and of its substance. A school-wide staff meeting should be held at the beginning of a school term to explain the program to teachers and to actively solicit their support.

Grading

A poll of Marion County GRASP interns, administered prior to their agency placements, revealed that a majority of students preferred a letter grading system to a pass/fail system. Therefore, most schools in the pilot project used a letter grade system for evaluation of student performance. In the system adopted, the agency supervisor's evaluation of the student represented between one third and one half of the final grade value, depending on the amount of time a student spent in the agency. The final grade was determined by the classroom teacher, based upon

the student's participation in class, his ability to communicate his experience to others, and upon various testing devices aimed at measuring knowledge gains and attitude changes (See Section VI on evaluation).

Credits

The amount of credit awarded for participation in the GRASP program varied in the Marion County schools, though as a general rule one hour of internship in an agency setting equaled in credit value one hour of classroom instruction. Individual schools should receive wide latitude in granting student credit because each school will experience its own unique scheduling, staff and administration problems. Some schools may choose to accredit the internship experience as a distinct course. Other schools may choose to give student participants credit for the program as a substitute for existing senior classes, such as modern problems, political science, English, or any other appropriate class or combination of classes. In some cases, a school may assign to the intern experience credit for varying amounts of elective or regular course requirements.

SPECIAL CONSIDERATIONS FOR THE SCHOOL PRINCIPAL

Because the principal is ultimately responsible for the intern program at the school level, and because the school coordinator needs the support of the principal to do an effective job, there are some special matters which should be considered by the principal. Some of these are alluded to or covered elsewhere but they still bear repetition:

1. Once the principal has selected the school coordinator, he should give the coordinator the work time (i.e., release time from part of a full, regular schedule) to adequately carry out intern program responsibilities.

2. The principal should support the school coordinator's efforts to orient other teachers to the intern program; he should especially emphasize to teachers the necessity for their cooperation.

3. The principal should encourage teachers to use interns as guests in classes where their special placement experiences will allow them to make a contribution.

4. The principal should view (and should encourage other school personnel to view) the intern offering as more than just a social studies enrichment. Although the intern program is primarily designed to support social studies courses, placements would also enrich student learning in such classes as communications and environmental studies.

5. The principal and the school coordinator should see that the program avoids selecting students who have poor school attendance records. A student who is indifferent in an agency placement can seriously damage agency support for the program.

6. The principal and the school coordinator should encourage the selection committee to avoid selecting too many students with other extracurricular commitments. The internship experience demands a lot of time which is likely to be in short supply for students already engaged in sports, drama, or band.

7. The principal should see that the school does not commit too many students to the intern program. A smaller number is easier to monitor and control.

8. The principal and coordinator should see that the school component of the program is flexible. If something is not working, they should consult with the program coordinator and advisory council and consider a different approach.

9. The principal should not underestimate the ability of students to do competent work in their placements. They should know that while expecta-

tions of them are high, the school administration and staff have confidence they will meet those expectations.

10. The principal and coordinator should see that teachers keep their intern classes or seminars to between 12 and 18 students.

11. Teachers should be instructed to keep a separate file on each student intern. This file should be a repository for the student's resume, for reports on his progress, and for samples of his placement site work. The contents of the file should be given to the student at the completion of the semester.

VI. EVALUATING THE PROGRAM

EVALUATION AIMS

Evaluation here should serve the same kinds of aims it does in most programs: It should measure the validity of the assumptions for the program, it should determine the degree to which program goals and objectives are achieved, and it should measure the effectiveness of operational tasks designed to achieve those objectives. Evaluation in these three areas will help planners and decision makers determine whether the program is justified, whether it is accomplishing its stated goals and objectives, and whether its methods for accomplishing objectives are appropriate and efficient.

EVALUATION METHODS

The program should employ evaluation methods that focus on the terminal objectives of the program (primarily student gains) and on the processes involved.

In measuring these things, adopters may use several indexes:

1. The evaluation of students (measuring both cognitive gains and attitudes)
2. The evaluation of agency placement sites
3. The evaluation of school personnel (principals and coordinators)
4. The evaluation of parents of interns
5. The evaluation of the program director and staff

Student Evaluations

Perhaps the best way to assess cognitive student gains is to administer students pre-instructional and post-instructional tests based on the learning objectives of the intern course. GRASP developed and used the two-part test shown in Appendix F, which was designed to measure both cognitive gains and vocational awareness. However, neither students nor staff members were wholly satisfied with the validity of the test as a measure of student knowledge gains. Part of the problem resulted from the limited degree of exposure of many students in their placement sites. While the project desired each student to gain broad knowledge of the agency or office to which he was assigned, and to relate that knowledge to general concepts of politics and government, internship assignments usually proved feasible only where students were assigned to a particular section or function in a placement site. Another part of the problem stemmed from the great diversity of student experiences in the internship program and from the inevitable differences in quantity and quality of learning experiences at each placement site. In 1978 the GRASP staff developed the "Do You Know Your Agency" form to aid in assessing cognitive knowledge gained. (See Appendix F, Part II)

Other ways found helpful in measuring cognitive gains are the use of weekly journals and certain exercises used during the debriefing period. More information on these tools can be obtained from the Marion County GRASP office.

A 14 item evaluation questionnaire (Appendix I) was given to all GRASP interns at the end of their internship experience. Questions included covered areas such as rating the value of materials and activities of the program, the degree to which they felt they were now better citizens, and the most and least enjoyable aspects of the program.

Interns were also asked to rate themselves on the Intern Self-Evaluation Worksheet.
They are required to complete this evaluation halfway through the internship and again at the end. It serves as a tool for them to honestly rate how they are doing at the agency.

The Intern Evaluation of the Agency is a nine item questionnaire used to rate the agency and its supervisor. It investigates how workable the agency plan was, the value of the placement site, treatment they received at the agency, and indicates whether they would recommend placing another intern there.

The results of these questionnaires are very encouraging. Each year the results are very positive on all aspects of the program and the majority of agencies receive good reports from the interns. The majority of the interns feel their knowledge of government has increased and their attitudes toward these agencies has improved. They also indicate their knowledge of careers in the government sector has increased. Almost all (some 96%) stated they would recommend GRASP to other students in their school.

From their vantage point, students can contribute useful evaluative information through maintenance of daily journals (although the journals should not be kept solely for evaluative purposes). When a student completes the intern course, a copy of his journal should become part of his school's GRASP resource library, and another copy should be reviewed and placed on file by the program staff. Of course, students should have access to program staff members. Interns often perceive problems that have bearing on program operations and outcomes.

Placement Site Evaluation

The supervisor at the agency or community service organization where the student intern is placed should be expected to help evaluate both the student intern and the intern program from the agency viewpoint. GRASP assisted agency personnel with these tasks by supplying them with forms to guide their evaluations. The program evaluation form, titled the Agency Evaluation of the Program, is contained in Appendix J. The student intern evaluation form, the Agency Evaluation of the Student, is also in Appendix J. Adopters should pay particular attention to agency program evaluations as an indicator of necessary adjustments in program-agency relations and processes. Mid-semester meetings with agency supervisors is also an excellent way of checking on intern progress at the agency. A checklist to be used at this time can be found on page 114.

School Evaluation

Like the program evaluation by agency supervisors, the evaluation of school personnel is an important tool for making adjustments in program operations. The GRASP project developed two evaluation guides, a School Coordinator Questionnaire presented in Appendix K, and a School Administrator Evaluation Guide presented in Appendix L.

The evaluation process will be greatly enhanced through the use of a reporting system designed to record progress and problems in accomplishing tasks. The program director may request monthly or quarterly reports (in brief written or oral form) from the school coordinators. An alternative means of gathering such information would be for the GRASP director to hold quarterly meetings with school coordinators. Such meetings would serve as a good form for identifying operational problems and seeking means to solve them.

Program Director Evaluation

Evaluation of program progress through the accomplishment of management or process objectives (see pages 21 through 28) should be a primary concern of the program director. The director and staff should meet often to review program progress in terms of such objectives. In these meetings, personnel should be concerned that objectives are accomplished on schedule, that they are accomplished at an acceptable performance level, and that the tasks designed to accomplish them are effective. These formal staff review sessions should occur at least monthly. Of course, informal evaluation and adjustments will occur daily and weekly through monitoring of both school and placement site activities.

Parent Evaluation

Adopters can gain additional insight about the internship program through the evaluation of parents of the interns. Therefore, a copy of the Parents Evaluation of the Program is presented in Appendix M. It should be mentioned that adopters are likely to find parents one of the largest support groups for an intern program. They indicate on their evaluation forms that they see changes in their offspring that are really rewarding. Many parents also share with the staff the fact that they have also learned much about government through the internship of their offspring.

APPENDIX

Appendix A

COURSE OBJECTIVES AND PERFORMANCE INDICATORS

The following are suggested classroom learning objectives and performance indicators with suggested learning activities and sources of information.

Frequently used sources will be referred to by initials:

GIO -- Government in Oregon, 1971 ed.
APB -- American Political Behavior
ILG -- An Introduction to Local Government in Oregon
OBB -- Oregon Blue Book

Check the bibliography (Appendix B) for more complete information.

ACTIVITIES	SOURCES

1. Student-interns shall develop some understanding of the concept of "change" in our state and local governmental arenas.

   STUDENTS SHALL DESCRIBE AND JUSTIFY FIVE WAYS A CITIZEN MAY AFFECT CHANGE IN OREGON'S STATE AND LOCAL GOVERNMENTAL ARENAS.

   Open Discussion — GIO Section III, pp. 223-289

   Discuss possible ways to affect change through: — APB Unit 3, pp. 164-214

   1. Elections
   2. Political party processes
   3. Individual action
   4. Group action
   5. Legislation
   6. Initiative
   7. Referendum
   8. Budgeting
   9. Boards, commissions
   10. Ombudsman
   11. Court processes.

2. Given the assumption that democratic societies operate on certain values and principles, students will become familiar with those values and principles.

   UPON COMPLETION OF A COURSE OF INQUIRY AND STUDY, STUDENTS WILL IDENTIFY FIVE FUNDAMENTAL VALUES OF A DEMOCRATIC SOCIETY AND EXPLAIN HOW THESE VALUES ARE MANIFESTED OR NOT MANIFESTED IN THE AGENCIES TO WHICH THEY ARE ASSIGNED.

   Open Discussion

   The teacher may want to introduce this subject by defining the

ACTIVITIES	SOURCES
difference between a value judgement and a fact. Possible <u>values</u> for discussion: 1. Belief in citizen participation in government 2. Belief in minority rights 3. Belief that decisions are based on concept of majority rule 4. Belief in individual rights as stated in Bill of Rights 5. Belief in free enterprise system 6. Belief in egalitarian society (belief in human equality) 7. Belief in a representative democracy 8. Belief in the role of special interest groups 9. Belief in pluralism. Discuss: a) amalgamation b) assimilation c) accommodation d) extermination.	
Discuss five basic features of American government: 1. Constitutional government 2. Democratic and republican forms of government 3. Federal system 4. Separation of three branches of government 5. Checks and balances between three branches of government	APB pp. 247-251
3. Students will become familiar with the reasons for the existence of government and its manifestation at three levels. AFTER DESCRIBING A FUNDAMENTAL REASON FOR THE EXISTENCE OF GOVERNMENT, STUDENTS WILL EXPAND ON AND LIST SEVERAL REASONS WHY GOVERNMENT EXISTS AT ITS THREE MOST SALIENT LEVELS.	
<u>Open discussion</u> Why primitive man created government (Introduce social contract theory)	GIO Part IV <u>Animal Farm</u> Rousseau, Jean Jacques, "Social Contract Theory"

ACTIVITIES	SOURCES
Can Man have absolute freedom?	
The term "anarchy"	
Three levels of government (federal, state, and local)	GIO pp. 300-304 APB, Chap. 12 (p. 244), chart on p. 247 (this would be a good transparency)
Compare U.S. Bill of Rights with Oregon Bill of Rights	GIO pp. 295-297
Utilitarian type government	APB p. 248

4. Students will have a heightened awareness and understanding of the consequences, in Oregon, of any one consumer or governmental problem relevant to their agency.

UPON COMPLETION OF THE PROGRAM STUDENTS WILL OFFER DISCUSSION AND DEFINITIVE STATEMENTS ABOUT HOW THEIR ASSIGNED AGENCIES REACT TO THEIR CHOSEN CONSUMER OR GOVERNMENTAL PROBLEM

Independent Study	GIO Part I
Collect newspaper articles about how the agency has dealt with this problem	
Talk with local agency personnel to learn what is being done.	Conduct interview

5. Students will become familiar with several philosophies about how government should be financed.

UPON COMPLETION OF THE SEMESTER, STUDENTS WILL SELECT A LEVEL OF GOVERNMENT, AND CONSTRUCT A PHILOSOPHICAL ARGUMENT ABOUT HOW THAT LEVEL OF GOVERNMENT SHOULD BE FINANCED. THE ARGUMENT WILL INCLUDE 1) ONE BROAD DESCRIPTION OF THE FINANCE FRAMEWORK, 2) TWO MAJOR PREMISES SPECIFYING WHY THERE IS A NEED FOR SUCH A PLAN, AND 3) A DISCUSSION OF TWO FAVORABLE OUTCOMES OF THE SUGGESTED PLAN.

OR

UPON COMPLETION OF THE SEMESTER, STUDENTS WILL: 1) OFFER A SUCCINCT STATEMENT ABOUT HOW GOVERNMENT SHOULD BE OR IS IN FACT FINANCED IN OREGON, 2) THREE WAYS THEIR ASSIGNED AGENCIES PRESUMABLY MIGHT BENEFIT FROM THE

ACTIVITIES	SOURCES
SUGGESTED PLAN OR THE EXTENT TO WHICH THEIR ASSIGNED AGENCIES ARE OR ARE NOT BENEFITTING UNDER THE CURRENT STATE FINANCE PLAN.	
Give students a variety of pamphlets to review. Gather in small groups to write a basic philosophy about how Oregon seems to be financed. Discuss more specifically "How Oregon should be financed."	Oregon Tax Primer A Summary of Oregon Taxes Citizen's Handbook (86 Questions and Answers about Oregon's Local and State Taxes and Services) Selected Data on the Finances of State and Local Governments in Oregon ILG pp. 17-31

6. Students will become familiar with the effect and/or impact of agency administrators and other individuals on the prevailing policies of their respective agencies.

STUDENTS SHALL CONSTRUCT A MODEL OF THE DECISION-MAKING PROCESS MOST EVIDENT IN THEIR AGENCIES, DESCRIBING: 1) THE PREVAILING ROLES AGENCY ADMINISTRATORS AND OTHER INDIVIDUALS PLAY IN DEFINING EMERGING PROBLEMS AND ISSUES, 2) THE MOST SALIENT CHANNELS OF COMMUNICATING (I.E., DEFINING) AGENCY POLICIES AND ACTIVITIES, AND 3) MECHANISMS (TO INCLUDE KEY INDIVIDUALS) MOST LIKELY TO BE INVOLVED IN ASSESSING THE NEED FOR CHANGE IN AGENCY POLICIES AND ACTIVITIES.	
Give students a problem and have them work it through.	Municipal Politics (AEP unit books by Xerox), exercise 2, analyzing coalition Chart on the decision-making process

7. Students will identify how agencies make themselves accessible to citizens.

STUDENTS WILL DESCRIBE AT LEAST TWO METHODS USED BY THEIR AGENCY TO MAKE ITSELF ACCESSIBLE TO THE COMMUNITY AND WILL COMMENT ON THE EFFECTIVENESS OF THESE METHODS.	
Have students talk with agency personnel about their community relations and what printed information is available for citizen use.	Conduct interview

ACTIVITIES	SOURCES
Collect newpaper articles that depict how accessible the agency is to citizens and their response to its effectiveness.	Peruse local papers

8. Students will become familiar with the three branches of government as they are distinguished by function.

   STUDENTS WILL NAME THE THREE BRANCHES OF GOVERNMENT, DESCRIBE THREE DISTINGUISHING FUNCTIONS OR ROLES OF EACH, AND IDENTIFY POLITICAL OR GOVERNMENTAL ENTITIES (AGENCIES) AT THE LOCAL OR MUNICIPAL LEVEL HAVING THE SAME FUNCTIONS.

Independent study	GIO pp. 304-337 Legislative pp. 306-315b Judicial pp. 316-325 Executive pp. 326-337
Discussions	APB pp. 249-251 (separation of powers) Chap. 13 -- Executive Chap. 14 -- Legislative Chap. 15 -- Judicial OBB pp. 2-3 The Courts of Oregon "The Three Branches of State Government"

9. Students will have an increased awareness and understanding of the three most salient forms of city government in Oregon.

   AFTER NAMING AND DESCRIBING THE THREE BASIC FORMS OF CITY GOVERNMENT IN OREGON, STUDENTS WILL DISCUSS TWO STRENGTHS AND TWO WEAKNESSES INHERENT IN EACH FORM.

Guest speaker representing city government (councilman possibly)	GIO pp. 352-355 Our American Government and Political System (pp. 546-547) ILG pp. 11-12

ACTIVITIES	SOURCES
Quiz	OBB pp. 7-12
Collect newspaper articles about the officeholders and their jobs.	

14. After a course of study, student's knowledge and understanding of Oregon's judicial system will be enhanced.

STUDENTS WILL DIAGRAM OREGON'S JUDICIAL SYSTEM, IN SEQUENTIAL ORDER, FROM THE LOWEST TO THE HIGHEST COURT, GIVE EXAMPLES OF POSSIBLE CASES, AND INDICATE THE COURT HAVING ORIGINAL JURISDICTION OVER EACH CASE.

Teacher can give students a list of criminal and civil offenses and have them designate the court in which each would be tried.	The Courts of Oregon GIO pp. 316-325 OBB pp. 61-78

15. Students will demonstrate an awareness of the several processes and procedures necessary to enact a tax measure through the Oregon Legislature.

STUDENTS WILL IDENTIFY THE SEVERAL PROCESSES AND PROCEDURES NECESSARY TO ENACT A TAX MEASURE THROUGH THE OREGON LEGISLATURE BY MINIMALLY DISCUSSING THE POSSIBLE ROLES OF STANDING AND CONFERENCE COMMITTEES, LOBBYISTS, SENATE AND HOUSE LAWMAKING PROCESSES.

Discuss chart with emphasis on: 1. Standing committees 2. Voting in the House 3. Process in the Senate 4. Conference committee 5. Governor's role	GIO pp. 254-255 (chart) pp. 252-261, discussion
Role-playing may be a useful learning activity.	

16. Students will become familiar with the major functions and responsibilities of state and local governmental entities other than those to which they are assigned.

UPON COMPLETION OF THE SEMESTER, STUDENTS WILL BE ABLE TO IDENTIFY AND COMMUNICATE ORALLY THE MAJOR FUNCTIONS AND RESPONSIBILITIES OF THE SEVERAL STATE AND LOCAL GOVERNMENTAL AGENCIES TO WHICH FELLOW CLASSMATES HAVE BEEN ASSIGNED AS INTERNS.

Encourage students to share information and experiences with one another about the agencies to which they are assigned.	OBB GIO 66

ACTIVITIES	SOURCES
Have each student contribute a description of his agency to a student-made catalog.	The INTERACT Directory of Community Services Human Resources Directory

17. Students will demonstrate an understanding of the communication process and of specific skills that promote effective communication.

    STUDENTS WILL DIAGRAM THE TWO WAY COMMUNICATION PROCESS AND IDENTIFY THE TWO BASIC TYPES OF COMMUNICATING. THEY WILL ALSO LIST TWO BARRIERS THAT PREVENT EFFECTIVE COMMUNICATION FOR EACH OF THESE TYPES.

Guest speaker skilled in communication techniques. Role playing among interns.	Any basic communication text or unit available from Marion ESD

18. Students will become aware of feelings of self worth and of special talents they may have that can be used to contribute to their community.

    STUDENTS WILL WRITE A ONE PARAGRAPH STATEMENT ON THEIR FEELINGS OF SELF WORTH AND IDENTITY THEIR TALENTS OR STRONG POINTS WHICH THEY MIGHT USE TO CONTRIBUTE TO THEIR COMMUNITY.

Assign student a short written paper to help him realize his potential as a contributer to the community.	

19. Students will demonstrate an understanding of the major sources of revenue for the various levels of government.

    UPON COMPLETION OF THE SEMESTER, STUDENTS WILL IDENTIFY AT LEAST THREE MAJOR SOURCES OF REVENUE FOR EACH LEVEL OF GOVERNMENT.

Use inquiry to develop a list on the board.	GIO pp. 95-221 ILG pp. 17-31

ACTIVITIES	SOURCES
Federal State Local ___ ___ ___ ___ ___ ___ ___ ___ ___ To reinforce learning, require students to read from the listed sources.	Summary of Oregon Taxes Citizen's Handbook Oregon Tax Primer Selected Data on the Finances of State and Local Government OBB pp. 120-124

20. Students will become familiar with the most urgent problems prevailing in their local communities.

UPON COMPLETION OF THE SEMESTER, STUDENTS WILL OFFER DEFINITIVE AND DESCRIPTIVE STATEMENTS ON THREE OF THE MOST URGENT PROBLEMS THEIR COMMUNITIES ARE FACING.

Have each student identify three problems. Select one major one and research it by collecting newspaper articles during the semester. Have each write a summary of the articles explaining the nature of the problem and what government is doing to solve it. Have each student suggest his own personal solution. Spend a day during the course to discuss the problem.	GIO pp. 1-94 Agency information

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Appendix B

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Religious Freedom (Minority Faiths and Majority Rule)
The Immigrant's Experience (Cultural Variety and the "Melting Pot")

The American Revolution (Crisis of Law and Change)
Negro Views of America (The Legacy of Oppression)
The Railroad Era (Business Competition and the Public Interest)
The Police (Law Enforcement and Community Conflict)
Social Action (Dilemmas and Strategies)
Race and Education (Integration and Community Control)
Municipal Politics (Interest Groups and the Government)
Pride and Power (From Watts to Mexico City)
Privacy (The Control of Personal Information)
Status (Achievement and Social Values)
The Penal System (Crime, Punishment and Reform)
Community Change (Law, Politics and Social Attitudes)
The Media (Press, Radio and TV in a Free Society)
Rights of the Accused (Criminal Procedure and Public Security)
Population Control (Whose Right to Live?)

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Communication Handbook for Local Governments. Eugene, Oregon: University of Oregon, Bureau of Governmental Research and Service, 1972.

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AUDIOVISUAL RESOURCES

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Future Shock. Contemporary Films/McGraw Hill, Nobato, California. Thirty-minute sound film based on the book Future Shock by Alvin Toffler.

The Oregon Way. Local Government Relations Office, 240 Cottage Street, S.E., Salem, Oregon 97310. Twenty-minute slide show with tape narrative.

Willamette Air Shed. Mid-Willamette Air Pollution Authority, 2585 State Street, N.E., Salem, Oregon 97301. Thirty-minute sound filmstrip.

GENERAL RESOURCES

These organizations continually publish papers, brochures, or booklets which bear on politics and government:

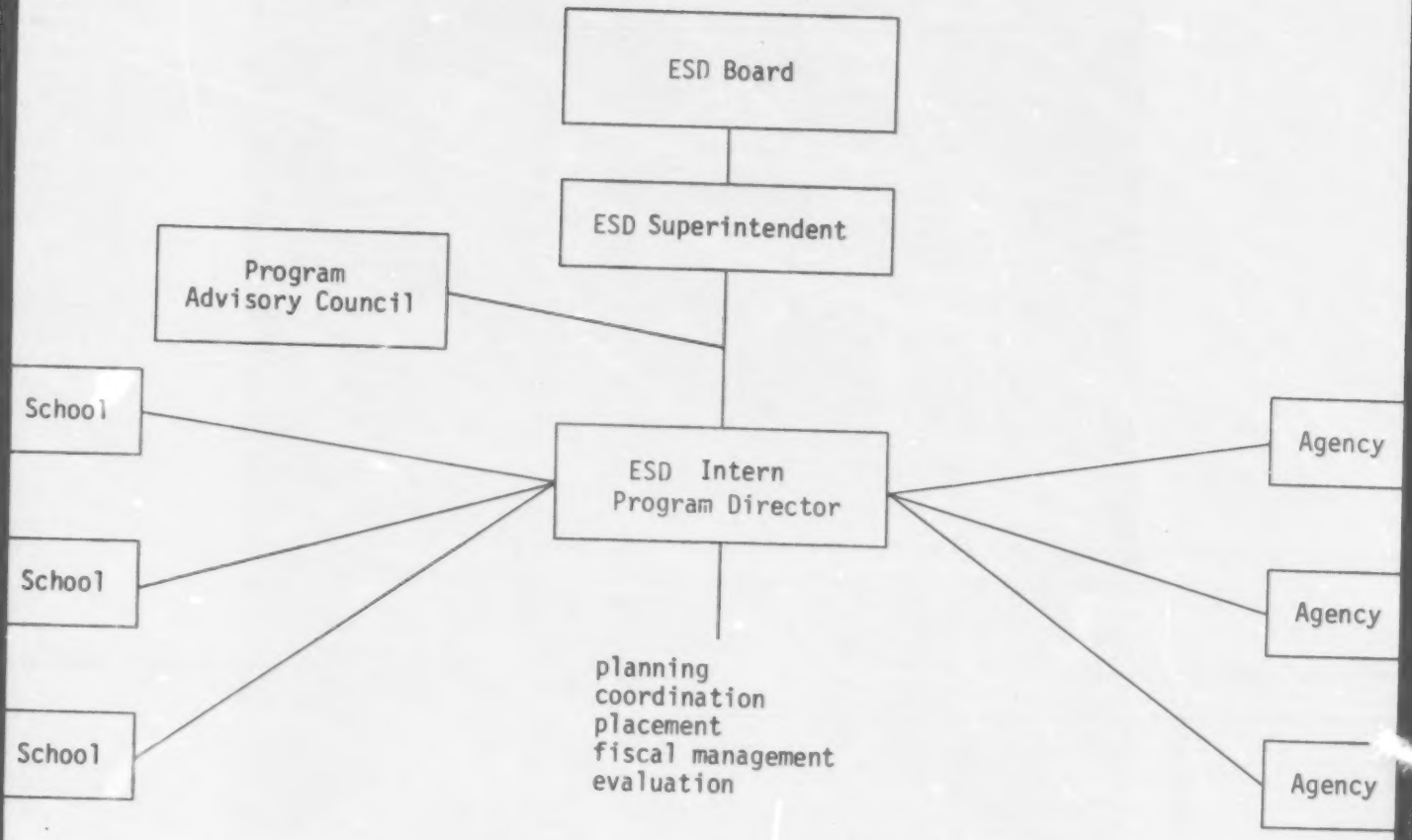
Bureau of Governmental Research and Service, School of Community Service and Public Affairs, University of Oregon, Eugene, Oregon 97403.

League of Women Voters of Oregon, Suite 212, 495 State Street, Salem, Oregon 97301.

Oregon Bar Association, Education Subcommittee, 808 S.W. 15th Street, Portland, Oregon 97205.

Appendix C

STUDENT INTERN PROGRAM
ORGANIZATIONAL STRUCTURE



Appendix D

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COOPERATING SCHOOL AGREEMENT
for
PROJECT G R A S P

Governmental Responsibility and Student Participation
Administered by Marion ESD
3180 Center Street NE
Salem, Oregon 97301
588-5330

The Marion Education Service District, hereinafter referred to as the Administrator, and _____
NAME OF SCHOOL
hereinafter referred to as the School, hereby mutually agree as follows:

THE ADMINISTRATION WILL:

1. Provide learning sites for students which will help them develop a better understanding of state and local government and citizenship responsibility participation with a government agency or community service organization.
2. Advise the school of the agency's expectations of and plans for its GRASP intern.
3. Provide the school with any available material about each learning site.
4. Assign students, who are selected by schools, to an agency based upon their interests, agency requirements, and the schedules of both.
5. Conduct necessary meetings for all GRASP teachers and students during the year.
6. Be available to discuss areas of concern with school district personnel.
7. Serve as liaison between schools and agencies participating in the program.
8. Provide the school with 12-week evaluation forms completed by agency personnel on their GRASP interns.
9. Furnish the school with results, evaluations and questionnaires.

THE SCHOOL WILL:

1. Participate in the GRASP program during the 1979-80 school year.
2. Determine the amount of time in days and hours per week a student may devote to the program and assure excused release time of students before they are placed on the program, continuing classroom instruction during the internship, and a debriefing session at the close of the program each semester. (For those schools without a GRASP class, the Administrator will provide orientation and debriefing workshops for students.)

3. Determine the amount and kind of credit to be given for the GRASP experience. Each authorized hour spent in an agency should equal one (1) hour of classroom instruction, excluding travel time.

4. Reserve each Friday of the week for GRASP interns to disseminate information to other interns and students. Where there exists a separate GRASP class, there should be a regularly scheduled seminar.

5. Inform parents about the program and obtain their signed approval on the GRASP student application form before students begin their off-campus participation.

6. Make every effort to assure students a flexibility in their schedules to allow them to take full advantage of this experience when additional time or a change in time for their participation requires.

7. Appoint a school GRASP coordinator, a teacher who has the time and interest necessary to effectively operate the program within the school.

8. Provide copies of all student application forms to the GRASP office at the Marion ESD by deadline set by the administrator.

9. Provide adequate student insurance (SAIF recommended) to each GRASP intern.

10. Assist students in any way possible to obtain safe transportation. Consider reimbursing students for part of cost of driving own car.

11. Urge the GRASP Coordinator to visit his/her students at their learning sites, or at least make contact by phone with the agency contact person.

12. Release the GRASP Coordinator from morning classes to attend two meetings or workshops on the GRASP program.

MARION EDUCATION SERVICE DISTRICT ADMINISTRATOR	TONIA SOBER, DIRECTOR	DATE
SCHOOL	NAME AND TITLE	DATE

Appendix E

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COOPERATING AGENCY AGREEMENT
for
PROJECT GRASP
3180 Center NE, Salem, OR 97301
588-5330

The Marion Education Service District, hereinafter referred to as the Administrator.

and _____
NAME OF AGENCY OR DEPARTMENT

_____
ADDRESS

hereinafter referred to as the Agency, hereby mutually agree as follows:

THE ADMINISTRATOR WILL:

1. Arrange for release of students from regular classes as required to participate in this program.

2. Assist schools in providing for preliminary relevant classroom instruction and information to students about participating GRASP agencies.

3. Remove student(s) from the program upon the agency's request.

4. Relieve the agency of any responsibility for: a) Student insurance coverage b) Student transportation, c) Payment of any salary, wages or fringe benefits to students.

5. Urge school coordinators to make periodic visitations or calls to the agency to discuss student(s) progress.

6. Be available upon request to discuss areas of concern and to visit agencies once during the internship.

7. Provide agency with all available feedback from students and school personnel at the close of the program.

8. Encourage schools to utilize any curriculum materials available in citizenship education to supplement the GRASP experience and to provide such curriculum material when possible.

THE AGENCY WILL:

1. Provide learning sites for students which will help them develop a better understanding of the process and functions of the agency and its relationship to other agencies.

2. Assign an agency intern supervisor who supports the concept of GRASP and can provide adequate supervision of the students.

3. Sign this cooperative agreement, complete the Agency Information Sheet, and adhere to the contents of both for the entire school year.

4. Send the intern supervisor (or an agency representative in his/her place) to the Agency Workshop conducted by the GRASP staff prior to internships each semester. These are mandatory only for new supervisors who have not worked with GRASP interns before or for those requested to attend by the GRASP staff.

5. Interview the GRASP intern tentatively assigned to the agency. The purpose is to give both students and agency supervisors a chance to voice expectations about the internship. If all seems compatible, the agency confirms the assignment, and days and hours are established with the student.

6. Determine the types of activities which will give the student(s) greater knowledge about the agency and its role in government and the community.

7. Notify the GRASP staff immediately of any problems during the internship. This includes failure of student to appear for interview or regular days at the agency, dissatisfaction on the part of the student or the agency supervisor, etc.

8. Complete an evaluation for each student at the end of each semester's internship. (Forms will be provided by the GRASP staff).

Both parties agree to comply with Section 601 of the 1964 Civil Rights Act which states that no person in the United States shall, on the ground of race, sex religion, marital status or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this program. ORS 659.010 through 659.990 contains similar provisions.

ADMINISTRATOR	TONIA S. SOBER, GRASP DIRECTOR	DATE
AGENCY OR ORGANIZATION	NAME AND TITLE	DATE

GRASP AGENCY INFORMATION SHEET

Agency_____

Intern Supervisor_____

Address_____ Phone_____

1. Do you have any specific requirements for your prospective intern? Yes___ No___
   If "yes," please specify:

2. Do you have a preference of days and/or hours? Yes___ No___ If "yes," specify:
   (Students are not excused on Fridays.)

3. Number of students you will accept: _____

4. The GRASP staff feels visits to the agencies are an important part of the program. Would you be willing to have the GRASP Director visit you and your student once during the internship? Yes___ No___

5. Would you be willing to provide the GRASP staff with printed material about your agency to be used to acquaint prospective interns with basic knowledge of your agency? Yes___ No___ (Please enclose the material when returning this form.)

6. Please give a general description of your agency explaining what areas of governmental responsibility it covers, its purpose, its divisions, etc.

7. Please give a brief explanation of your plans for the intern at your agency. List specific duties, if possible.

8. Please make any additional comments on the back of this sheet

Appendix F

PART I

GRASP PRETEST/POST TEST (COGNITIVE)

STUDENT'S NAME _____ SCHOOL _____

SEX _____ / AGE _____ DATE _____

PLEASE WRITE LEGIBLY:

AGENCY ASSIGNMENT _____

Section I

1. Presuming that governmental units are created to meet specific needs of people, define the term "governmental unit."

_____

_____

_____

2. There are four kinds of local government in Oregon. Name all four kinds and identify (by name) a sub-unit (for example, a branch, department or division) for each.

	Name of Local Government	Sub-unit
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Section II

3. Define the term "bureaucracy" and identify, that is, list at least two important characteristics or features of bureaucratic organizations.

Definition: _____

_____

Features or Characteristics: 1. _____

_____

2. _____

_____

Section III

4. As governmental units are said to be financed by an orderly procedure based on the concept of "self-taxation," identify at least five specific governmental units or agencies receiving funds from the State of Oregon General Fund.

1. _____ 3. _____

2. _____ 4. _____

5. _____

Section IV

5. Identify Oregon's six state-wide elected positions and the names of the respective officeholders.

	Positions	Name of Officeholder
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

6. Identify one elected or appointed position at each of Oregon's three levels of government (i.e., city, county and state) by naming the governmental unit, the name and position of the officeholder and state whether or not he or she was elected or appointed.

Levels	Name of the Unit	Position of Officeholder
City	_____	_____
County	_____	_____
State	_____ Unit	_____ Title

Levels	Name of Officeholder	Elected or Appointed?
City		
County		
State		

Section V

7. Name five ways or established procedures for effecting change in or through the Oregon State government. For example, change may be effected through court processes.

1. _____ 4. _____

2. _____ 5. _____

3. _____

Section VI

8. Name three private non-profit organizations or social service agencies identifying: a. the specific service(s) provided by each and b. the source(s) of revenue (i.e., financing) for each agency named.

1. Name of agency: _____

   Service(s) provided: _____

   _____

   Source(s) of financial support: _____

   _____

2. Name of agency: _____

   Service(s) provided: _____

   _____

   Source(s) of financial support: _____

   _____

3. Name of agency: _____

Service(s) provided: _____

_____

Source(s) of financial support: _____

_____

PART II

GRASP "DO YOU KNOW YOUR AGENCY?" FORM

PLEASE WRITE LEGIBLY:

1. What is the primary function of your agency?

2. Why was your agency created?

3. How was your agency created?

4. Which other agency or body most directly affects the operation of your assigned agency?

5. Your agency most directly affects the activities and/or operations of what other agency?

6. Where does your agency receive its financial support? (Be as specific as possible.)

_____

7. Outside of your agency, what other agency or individual, etc., approves, rejects, or modifies your agency's proposed budget? (Be as specific as possible.)

_____

_____

8. If your agency's original budget request is rejected and must be cut or lowered, who, within your agency, decides which item(s) will be modified or deleted to stay within an approved figure? (Give the name(s) and position(s) of individuals or the specific group.)

_____

_____

9. Who is the chief decision maker of your entire agency by name and position?

_____ _____
NAME POSITION

10. How did the chief decision maker of your agency "acquire" his position? (Specify whether he or she was elected, appointed, or hired by a board or single individual, etc. Mention names of groups, individuals, boards, and/or specific voting electorate where appropriate.)

_____

_____

11. Who is your immediate supervisor by name and position?

_____ _____
NAME POSITION

12. Within the organizational structure of your agency, to whom is your immediate supervisor accountable by name and position?

NAME _____ POSITION _____

13. Who, by name and position, within your agency, determines a need for a modification or change in your agency's function, operation, or structure. (If appropriate, specify name of council or board.)

_____

_____

14. Did the 1979 Oregon Legislature pass any laws which changed your agency's function in any way? Yes ___ No ___ If "yes", explain why the change(s) are either acceptable or unacceptable to your agency.

_____

_____

15. Is there a person in or with your agency who "lobbies" for or against major changes in your agency's organization structure, function, or budget?

Yes ___ No ___ NAME _____ POSITION _____

If "yes", does this person have other duties in your agency? Yes ___ No ___

If "yes", what are these several duties?

_____

_____

_____

16. If you are with a "community organization", name one governmental organization with which your agency has something in common either in terms of similar functions or services provided.

_____

17. If you are with a "governmental organization", name one community organization with which your organization has something in common either in terms of similar functions or services provided, etc.

_____

18. With what other community organization does your assigned agency have the most contact? Name two organizations and at least one service provided by each.

1. _____ _____
ORGANIZATION SERVICE PROVIDED

_____

2. _____ _____
ORGANIZATION SERVICE PROVIDED

_____

Appendix G

TYPICAL GRASP PLACEMENT SITES

AFL-CIO
Associated Oregon Industries
Blind School
Boys Club
Cancer Society
Capitol Planning Commission
Childrens Services
City Managers Office
Clerks Office
Community Action Program (CAP)
Community Coordinated Child Care (4-C's)
Community Development
Community Schools
Community Services
Consumer Services Division
Council of Governments
County hospitals
County Mental Health
County Sheriff
Cry of Love
Deaf School
Department of Agriculture
Department of Commerce
Department of Education
Department of Energy
Department of Forestry
Department of Justice
Department of Transportation
DEQ
District Attorneys Office
Emergency Services (County)
Employment Office
Environmental Health
Education Service District (County)
Extension Service
Family Court Services
Fairview Hospital and Training Center
Family Planning (County)
Fire District #1
Fire District, Salem
Fire Marshalls Office
Governors Commission on Women

Governors Legal Counsel
Governors Office
Health Department
Heart Association
Humane Society of Willamette Valley
Juvenile Department
Law Enforcement Council
LCDC
Legislative Administration
Legislative Counsel
Legislative Research
Legislators Offices
Manpower Consortium
March of Dimes
Military Department (State)
Motor Vehicles Division
Neighborhood Associations
Oregon State Hospital
Oregon Statesman
Parks and Recreation
Police, City and State
Public Defender
Public Works
PUC
Referral Centers
School District Office, Admin.
Secretary of State
State Community Services
State Capitol Tour Guides
State Mental Health
State Program on Aging
Statesman Journal Newspaper
Supreme Court Administration
Tax Department
Traffic Safety Commission
United Way
Vocational Rehabilitation
Volunteer Bureau
YMCA
YWCA

Appendix H

GRASP STUDENT APPLICATION FORM
1978-79

NOTE: Attach a resume. Please type or print in ink for reproduction purposes.

Tonia S. Sober
Marion ESD
3180 Center St. NE
Salem, OR 97301
588-5330

NAME_____ PARENTS/GUARDIANS_____

ADDRESS_____ ZIP_____ HOME PHONE_____

SCHOOL_____ BIRTHDATE_____

1. What special skills, experiences, or aptitudes do you feel you have?

2. List or describe your particular interests:

a. Academic	b. Career	c. Sports and Recreation

3. What aspects of state and local government or community affairs interest you the most?

4. What do you expect to gain from the internship? What do you expect to give to the agency? Be specific.

5a. List agencies where you would like to intern and give reasons for your choice. (Refer to list of agency learning sites in agency catalog.)

1st Choice_____ Reason_____

2nd Choice_____ Reason_____

3rd Choice_____ Reason_____

5b. Are there any agencies with whom you would not like to intern? Please list:

_____

6. Are you involved in other school activities which might interfere with your 4-hour-a-week internship? Yes___ No___ If "yes," please indicate the days and hours when you cannot intern_____

7. Will you have your own transportation to and from your agency? Yes___ No___
"I will arrange transportation with someone else."____.

8. Have you ever been employed? Yes___ No___
Are you now employed? Yes___ No___ If "yes," what are your hours?_____

_____

9. Is there something more about you that your teacher and/or agency supervisor might like to know that isn't covered in this application?

I have completed this application, read "A GRASP Intern's Code of Ethics" in the GRASP booklet, and have a good understanding of what is expected of me. I have also attached my resume to this application.

Student's Signature_____ Date_____

I have read this completed application, discussed the program with my son/daughter and have given my approval for his/her participation in GRASP.

Parent's Signature_____ Date_____

I have read this completed application, discussed the program with the student, have carefully screened him or her and recommend his/her participation in the program.

GRASP Coordinator's Signature_____ Date_____

COMMENTS FROM ANY OF THE ABOVE PERSONS:

SAMPLE RESUME

Date

PETER J. LEWIS
1973 Court Street N.E.
Salem, Oregon 97301
585-6234

Age:	17
Birth Date:	March 21, 1959
Height:	5'10"
Weight:	155
Marital Status:	Single
Health:	Excellent
Social Security #:	547-12-3513

EDUCATIONAL BACKGROUND:

ELEMENTARY SCHOOL: Morningside Elementary (1965-71)
Salem, Oregon

JUNIOR HIGH SCHOOL: Judson Junior High School (1971-74)
Salem, Oregon

HIGH SCHOOL: Sprague High School (1974-77)
Salem, Oregon

ACTIVITIES AND ACCOMPLISHMENTS:
Youth Legislature
Future Farmers of America, President
Basketball, 3 years
Rotarian Boy of the Month Award

SPECIAL SKILLS AND APTITUDES:
High school course in Bookkeeping and the Fundamentals of Elementary Accounting, Typing (50 wpm)
Familiarity with office machines as follows: duplicator, mimeograph, and sixteen page automatic office collator.
I work well with people, am punctual, and have a good sense of humor.

COMMUNITY ACTIVITIES:
Member of:
Episcopal Church
Young Men's Christian Association
Marion County Youth Council

PREVIOUS EMPLOYMENT:

June, 1974--September 1974
Employer: Marion ESD
Title: Custodial and Maintenance Helper
Duties: Assisted custodian with office clean-up and minor maintenance

June 1975--Present
Employer: McDonalds Restaurant
Title: Crewman
Duties: General food preparation

PERSONAL REFERENCES:
Mr. Robert Davidson (Present employer, McDonalds Restaurant)
564 Lincoln St. N
Salem, Oregon 97303
362-5497

Ms. Jan Morris (Teacher, McNary High School)
985 Windy Lane N.
Salem, Oregon 97302
362-7698

Appendix I

P R O J E C T G R A S P

Intern Evaluation of Agency

_____ Student

_____ Agency Assignment

_____ School

_____ Date

1. Do you feel better acquainted with your role as a citizen since your GRASP participation? YES____ NO____

2. Were you satisfied with your internship at the agency? YES____ NO____ If NO, why not?_____

_____

3. Was communication with agency people:

____very easy ____easy ____difficult ____impossible

4. How were you treated by the people in your agency? Did they:

____make you feel welcome
____give you responsibility
____treat you indifferently
____make you feel unwelcome
____let you pursue your interests

5. Using #1-7, rank in order how you spent most of your time with your agency. (#1 being most often, #7 less often)

____observing
____interviewing
____reading
____discussion with agency people
____field trips
____researching
____working on assignments for agency
____working on assignments for school
____filing, typing, answering phone
____stuffing envelopes, stapling, etc.
____other (please explain)_____

Comments: _____

_____

6. Do you think the agency understood the objectives of GRASP and supported the program? YES____ NO____ Comment: _____

_____

7. Would you recommend this agency to a future intern? YES____ NO____ Why or why not?

_____

8. What did you enjoy most at your agency?_____

_____

9. What did you enjoy the least at your agency?_____

_____

PROJECT GRASP
Intern Evaluation of Program

_____ Student

_____ Agency Assignment

_____ School

_____ Date

1. How did you learn about GRASP?

____GRASP teacher
____GRASP staff presentation
____friend
____counselor
____newspaper/yearbook
____course catalog
____other (specify)_____

2. Why did you take GRASP?

____to learn about government
____to learn about citizenship
____to investigate a career interest
____only to earn a credit
____to gain experience meeting people
____to get out of school
____because a friend did
____other (specify)_____

3. Which of the following problems have you had as a result of GRASP?

____missing classes (make-up work)
____grades dropping
____conflict with other activities (jobs, etc.)
____transportation
____lack of support on part of administration and/or teachers
____other (specify)_____

4. Who did you share your GRASP experience with?

____parents
____other GRASP interns
____friends
____other teachers
____agency supervisor
____other students
____GRASP coordinator
____GRASP staff
____principal
____other (specify)_____

5. How much sharing were you able to do with other GRASP interns?

____at least once a week as a group
____at least once a week individually
____once or twice as a group
____once or twice individually
____not at all as a group
____not at all individually

6. Rate the extent to which you were prepared (either by the teacher, GRASP staff, or agency) for your internship.

	TOTALLY	ADEQUATELY	SLIGHTLY	NOT AT ALL
a. Factual knowledge of state and local government	___	___	___	___
b. Factual knowledge about specific agencies	___	___	___	___
c. Interview skills	___	___	___	___
d. Communication skills (meeting people, appropriate dress, asking questions, etc.)	___	___	___	___
e. Amount of time required for the program	___	___	___	___
f. Amount of work (assignments) required	___	___	___	___
g. Expectation of Agency	___	___	___	___
h. Attendance at mandatory GRASP meetings	___	___	___	___
i. Grading and/or credit systems	___	___	___	___
j. Amount of initiative or independence required	___	___	___	___

COMMENTS: _____

_____

_____

7. Do you feel you are more apt to be an "involved" citizen in your community than you were before taking GRASP? Yes___ No___

8. Has any opportunity for employment or further education resulted from your GRASP experience? Yes___ No___

9. Would you recommend GRASP to other students for next session? Yes____ No____
Have you done so? Yes____ No____

10. Rate the value of the following:

	VERY IMPORTANT	IMPORTANT	QUESTION IMPORTANCE	NOT IMPORTANT
a. Sharing sessions with other GRASP interns	____	____	____	____
b. Sharing with Coordinator	____	____	____	____
c. Being used as a resource in other classes	____	____	____	____
d. Interview with agency	____	____	____	____
e. Orientation ____workshop ____class	____	____	____	____
f. Communication skills part of placement session	____	____	____	____
g. Application & resume	____	____	____	____
h. Pre-post test	____	____	____	____
i. Journal or weekly written report	____	____	____	____
j. Debriefing ____workshop ____class	____	____	____	____
k. Agency-Coordinator contact	____	____	____	____
l. Agency catalog	____	____	____	____
m. Resource library in school	____	____	____	____
n. Intern evaluation of agency	____	____	____	____
o. Agency evaluation of intern	____	____	____	____
p. DYKA forms	____	____	____	____

11. Rate as best you can all components of the GRASP program: E (excellent), G (good), F (fair), P (poor)**

a. Agency planning ____
b. School coordinator planning_____
c. GRASP staff effectiveness_____
d. Other teachers' support_____
e. Your parents' interest_____
f. Your principal's interest_____
g. Agency supervisor's effectiveness_____

**For any component rated "P," please briefly explain the problem.

_____

_____

_____

12. Would you take GRASP again, knowing what you do today about the program?

Yes____ No____ If No, why not?_____

_____

13. What did you enjoy most about the GRASP experience as a whole?

14. What did you enjoy least about the GRASP experience as a whole?

PROJECT GRASP

INTERN SELF-EVALUATION WORKSHEET

1. For each item below, rank yourself on the scale given for each one.

Little apparent interest in assigned tasks	1 2 3 4 5	Eager to complete assigned tasks
Pursue personal or career goals at expense of learning about agency	1 2 3 4 5	Realize main goal is to learn about agency
Little regard for rules of agency (dress code, etc.)	1 2 3 4 5	Follow policies and rules of agency
Frequent laziness and/or tardiness	1 2 3 4 5	Use time efficiently
Little communication beyond what is needed	1 2 3 4 5	Communicate openly and effectively
Resist supervision, uncooperative, want things my way	1 2 3 4 5	Willingly accept supervision, suggestions, cooperate fully
Just putting in time or doing project to get it done	1 2 3 4 5	Very concerned about the quality of work
Take the role of follower most of the time	1 2 3 4 5	Take initiative frequently
Reject criticism and/or become defensive	1 2 3 4 5	Accept criticism and use it as a learning tool
Irregular attendance, no notice given if absent	1 2 3 4 5	Regular attendance. Call if going to be gone
Do minimum only of what is required	1 2 3 4 5	Goes beyond what is expected, eager to learn

2. Describe different behaviors that you would prefer to see if you were observing yourself in your GRASP assignment.

3. How could you make these behaviors possible?

Appendix J

If you have not worked directly with the intern, please forward this to the person who has.

PROJECT GRASP

Agency Evaluation of the Intern

AGENCY_____ AGENCY SUPERVISOR_____

INTERN_____ SCHOOL_____ DATE_____

1. Does the intern appear to have a better understanding of your agency or department after 12 weeks of participation? Yes____ No____. If no, please comment:

2. Has the intern's attendance been satisfactory? Yes____ No____
Times tardy____ Times missed____ Called to notify_____ Made up_____

3. Was communication between the intern and yourself/staff:
Easy_____ Difficult_____ Impossible_____

4. Was the intern offered any responsibility? Yes____ No____
How did the intern handle it? Very well_____ Adequately_____ Poorly_____

5. Did the intern show any initiative? Yes_____ No_____

6. Was the intern able to follow directions, guidelines, rules, etc.? Yes____ No____

7. Was the intern's personal appearance satisfactory? Yes____ No____

8. Was the intern, in your opinion, adequately prepared for the internship?
Yes____ No____ If no, please explain:

9. Was the intern's performance on projects and assignments satisfactory?
Yes____ No____ Please comment:

10. Did the student meet the four hour a week minimum requirement? Yes____ No____

11. Have you had contact with the school coordinator? Yes____ No____
In person____ By phone____ Agency initiated____ School Initiated____

12. Indicate how your intern spent his time by marking #1 by what he did most often and so on down the line with #7 being what he did least often. If he did not do any of the activities listed, please leave them blank. If he did other than those listed, please indicate under item "k" and specify.

a. _____observing
b. _____interviewing
c. _____reading
d. _____researching
e. _____typing, filing
f. _____field trips
g. _____discussion with agency people
h. _____working on assignments for school
i. _____working on assignments for agency
j. _____clipping, stuffing, stapling
k. _____other (specify)_____
_____
_____

COMMENTS:

13. Reviewing the total internship, were you satisfied with the intern assigned to you? Yes_____ No_____ Comments:

_____ _____
Signature of person completing this form Date

PROJECT GRASP

Agency Evaluation of Program

AGENCY_____ AGENCY SUPERVISOR_____

DATE_____

1. Which of the following goals of the GRASP program do you feel you are helping interns to achieve?

____a. A greater awareness of the community as a vehicle for learning what an individual's role in the community can be.
____b. An increased knowledge of our state and local government.
____c. An increased knowledge of specific government or community service organizations and their relationships with each other.
____d. A familiarization with the democratic system which will enable comparison with other political systems.
____e. A familiarization with decision making in government and community service organizations.
____f. A greater awareness of the community's social, economic and political conditions.
____g. The ability to identify the impact of governmental and community service organizations on the community and the accessibility of these organizations to the citizens.
____h. The ability to identify information resources for community or consumer problems.
____i. An improvement in self-directed learning and communication skills (inquiry, interviews, problem solving, observation).
____j. An increased sense of self-worth, of responsibility for one's actions and of one's ability to contribute to the community.

Comments:

2. Does the time frame of a 12-week internship with a minimum of four hours per week seem workable for your agency? Yes____ No____ Comments:

*3. Did you find the GRASP agency Manual helpful? Yes____ No____ What specific sections and topics did you use?_____

4. Has contact with the GRASP staff been satisfactory? Yes____ No____ How can they be of more assistance to you?_____

*This question applies only to those who field tested the Manual this year.

5. Have you been asked to speak at your intern's school? Yes____ No____
Would you or someone from your agency be willing to do so? Yes____ No____

6. Please rate the value of the following on a scale of 1-5 by placing the appropriate number in the blank space. Use #1 as being "very important" and #5 as being of "no importance."

____a. Signed cooperating agreement with GRASP.

____b. Agency Catalog Information Sheet (for intern use in selecting agencies).

____c. A written plan or guideline for the internship.

____d. Intern input into agency plan.

____e. Interview with intern.

____f. Contact with school coordinator prior to or during internship.

____g. GRASP staff mid-term visit during internship.

____h. The "Do You Know Your Agency" (DYKA) form as a guide for information to be learned.

____i. Agency evaluation of intern for rating (grading) purposes at school.

____j. Your copy of the intern's evaluation of your agency.

____k. The Agnecy Manual (if you field tested it this year).

7. What in your opinion is the most positive aspect of the GRASP program?

8. What is your greatest concern about the GRASP program? What suggestions do you have for alleviating this problem?

PROJECT GRASP

MID-TERM AGENCY VISIT CHECKLIST

SCHOOL / INTERN NAME	ATTENDANCE				INTEREST		COMMUNICATIONS			COORDINATOR CONTACT	AGENCY PLAN		AGENCY COMMENTS
	DAYS	4 HR/WK	TARDIES	ABSENCES	ASKS QUESTIONS	INITIATI ASSIGN. COMPLTD	INTRVIEW	W/STAFF	FOLLOWS SUPER-VISION		ACTIVI-TIES	DYKA'S	

Appendix K

PROJECT GRASP
School Coordinator Evaluation

_____ (School)

_____ (Date)

_____ (Coordinator)

1. Did you recruit students for GRASP each semester? Yes____ No____

2. What method(s) of recruiting did you use?

____ posters
____ brochures
____ GRASP staff presentation
____ school newspaper
____ school yearbook
____ assembly
____ announced in class
____ letter of invitation
____ other staff announced in their classes
____ talks by other interns
____ counselors
____ other (specify)_____

3. What criteria were used in selecting interns?

____ dependability
____ grades
____ interest
____ attendance record
____ staff recommendation
____ other (specify)_____

4. Were GRASP students screened? Yes____ No____ If yes, by whom?

____ self
____ principal
____ counselor
____ other staff
____ past interns
____ other (specify)_____

ON THE FOLLOWING QUESTIONS (5-8) COORDINATORS WITH CLASSES ANSWER PART A, COORDINATORS WITHOUT CLASSES ANSWER PART B.

5A. Did you use the full three weeks for orientation? Yes____ No____

What topics did you cover?_____

What texts did you use?_____

5B. Did you attend the orientation workshop? Yes____ No____

Did your students attend the same? Yes____ No____

6A. Did GRASP students meet regularly each week for one hour to share experiences?

Yes____ No____

6B. Were GRASP students given any time to share their experiences?
Yes____ No____ If yes, how?

____in your class (subject)_____
____with other GRASP students
____only as resources in other classes
____assemblies
____newspaper/yearbook articles
____other (specify)_____

_____

7A. What did you do in class during the twelve-week internship? (Topics, assignments, speakers, etc.)

_____

_____

_____

7B. What kind of "reinforcement" (factual knowledge, sharing, assignments, etc.) did you give your students during the internship?

_____

_____

_____

8A. What did you cover in your three-week debriefing period?

____ tying internship to classroom work
____ winding up assignments
____ completing evaluation forms
____ other (specify)

____ post test
____ discussion of experience
____ sharing agency evaluation with intern

_____

8B. Did you attend the debriefing workshop? ____ YES ____ NO

If NO, why not? _____

Did your interns attend the same? ____ YES ____ NO

Were the activities at the workshop appropriate and/or necessary?

1. Completion of evaluation forms	____ YES	____ NO
2. Small group discussions	____ YES	____ NO
3. Agency rating exercise	____ YES	____ NO
4. Synthesizing internship and assignments (DYKAs, journals, pretests, claims, etc.)	____ YES	____ NO

What activities would you:

Continue to use	Delete	Add
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

9. Rate the value of the following:

	VERY IMPORTANT	IMPORTANT	QUESTION IMPORTANCE	NOT IMPORTANT
a. Intern orientation (workshop/classroom)	___	___	___	___
b. Intern communication skills part of placement session	___	___	___	___
c. Intern interview with agency	___	___	___	___
d. Pre-post test	___	___	___	___
e. Debriefing	___	___	___	___
f. DYKA forms	___	___	___	___
g. Sharing sessions with interns	___	___	___	___
h. Coordinator - GRASP staff meetings	___	___	___	___
i. Coordinator-Handbook	___	___	___	___
j. Coordinator calls and/or visits to agencies	___	___	___	___
k. Coordinator Evaluation form	___	___	___	___
l. Intern Evaluation of Agency	___	___	___	___
m. Agency Evaluation of Intern	___	___	___	___
n. Journal (or weekly written report)	___	___	___	___
o. GRASP Staff Recruiting at School	___	___	___	___
p. Agency catalog	___	___	___	___
q. Agency written weekly Schedule	___	___	___	___
r. GRASP School Resource Library	___	___	___	___

10. Was the GRASP staff able to help you with problems that arose? ___YES ___NO
How can they be of further help? _____

_____

11. During the internship did you make contact with the agency supervisors of each intern? ___YES ___NO ___BY PHONE ___IN PERSON

12. Were agency persons invited to speak to your class? ___YES ___NO

13. Did you oversee completion of the DYKA forms provided by the GRASP staff? ___YES ___NO

14. What criteria do you use to evaluate your interns' experiences? (Specify visits to agencies, agency evaluation, class discussion, assignments, DYKA's, etc.)

_____

124

_____

15. Did you maintain a GRASP Resource Library in your school, containing printed matter on specific agencies (collected by interns)?
___ YES ___ NO

16. Do you feel that not being placed in their first choice agency had an adverse effect on the intern? ___ YES ___ NO

COMMENTS: _____

_____

17. What is your evaluation of the effect the program has on individual students?

_____

_____

_____

18. Were you given the assignment of GRASP coordinator by your principal?
___ YES ___ NO

19. Would you volunteer for the assignment next year? ___ YES ___ NO

20. Are you given enough time to plan and conduct GRASP activities? ___ YES ___ NO

21. Are other teachers knowledgeable about the objectives of GRASP? ___ YES ___ NO
Do they support the interns? ___ YES ___ NO

22. What is the most difficult part of being a GRASP coordinator?

_____

_____

_____

_____

23. What is the most rewarding part of being a GRASP coordinator?

_____

_____

_____

_____

_____

Appendix L

PROJECT GRASP

Principal's Evaluation of the Program

SCHOOL_____ PRINCIPAL_____ DATE_____

1. Did your school participate both semesters this year? Yes____ No____
   If no, why not?

2. Do you give credit for GRASP? Yes____ No____ How much?_____
   In what subject area? _____

3. How was GRASP offered this year?

   ____ Separate class
   ____ Independent study
   ____ Other (specify)_____

   ____Part of another class
   ____Modern Problems
   ____Government
   ____Citizenship

   How do you plan to offer it next year? _____

4. Did you assure that students had insurance coverage (including after school hours)? Yes____ No____ What company? _____

5. Were you satisfied with the job done by your coordinator this year? Yes____
   No____ Comments:

6. Who will be your GRASP coordinator next year? _____

7. Did you personally take the time to discuss GRASP with the participating students this year? Yes____ No____ What value, if any, do you see in doing so?

8. Which of the following were problems your students faced due to GRASP?

   ____schedule conflicts
   ____school activities conflicts
   ____making up homework
   ____transportation
   ____job conflicts
   ____athletics or after school conflicts
   ____unable to handle the responsibility
   ____other (specify) _____

9. Did you attend the Principal's Thank You Luncheon first semester? Yes____ No____
   Was it a worthwhile event? _____
   _____

10. Indicate your feelings in granting release time for the following GRASP activities each semester. If you are unfamiliar with any, please confer with your coordinator before completing the question.

	Highest Priority	1	2	3	4	5	Not Possible
INTERNS							
a. *Orientation Workshop (One half-day each semester)		___	___	___	___	___	
b. Placement Session (One half-day each semester)		___	___	___	___	___	
c. Intern interview		___	___	___	___	___	
d. Debriefing Workshop (One half-day each semester)		___	___	___	___	___	
COORDINATORS							
a. Placement Session (One half-day each semester)		___	___	___	___	___	
b. *Orientation Workshop (One half-day each semester)		___	___	___	___	___	
c. Debriefing Workshop (One half-day each semester)		___	___	___	___	___	
d. Meetings with GRASP staff (One half-day each semester)		___	___	___	___	___	
e. Visits with agencies during internship (Once at each agency)		___	___	___	___	___	

*Mandatory only for those without a separate GRASP class.
Comments on any of the above items:

11. Briefly describe what you see as your role as a GRASP principal.

12. What is your main concern about the program and what suggestions do you have for dealing with this problem at your school?

13. What in your opinion is the most positive aspect of the program?

Appendix M

GRASP
PARENT'S EVALUATION OF PROGRAM

NAME OF PARENT OR GUARDIAN _____ SCHOOL TEENAGER ATTEND _____

AGENCY ASSIGNMENT _____

1. Does your teenager discuss the GRASP internship with you? Yes ___ No ___

2. If "yes", would you say that he/she is getting practical information which may make he/she more aware of the complexities of government? Yes ___ No ___

3. Have you seen a change in your teenager's "attitude" since his/her internship in GRASP? Yes ___ No ___ If "yes", please explain:

4. Have you learned anything new from your teenager's experience? Yes ___ No ___ If "yes", please explain:

5. Do you see this method of teaching about government as an enrichment to classroom instruction? Yes ___ No ___

6. Has your teenager found something in the experience which has influenced his future plans? Yes ___ No ___ Don't know ___ If "yes", please comment:

7. Do you think your school has given good support to the students on the program? Yes ___ No ___

8. If you had another son or daughter who would be a senior next year, would you encourage him or her to be in the GRASP program? Yes ___ No ___

9. Has the program caused you any inconvenience?

10. Additional comments:

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